A woman with glasses and a black sweater is looking down at an open book. Her hand is resting on the book. In the foreground, the back of a person's head and shoulder is visible, out of focus.

FACT BOOK 2008

Handbook
of Education
Information



**CALIFORNIA DEPARTMENT
OF EDUCATION**

Sacramento, 2008

<http://www.cde.ca.gov>

FACT BOOK 2008

Handbook of Education
Information



California Department of Education

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A Message from the State Superintendent of Public Instruction

California public schools encompass the most diverse, challenging, and promising student population in the country. The resources and programs associated with improving our education system are outlined in the *Fact Book*, an annual publication of the California Department of Education. This compendium of statistics and information on a variety of subjects and issues concerning education in California is designed to assist educators, legislators, and the general public and to aid reporters covering education.

The *Fact Book* 2008 includes a wealth of data and background about programs in California public schools and at the California Department of Education. In particular, this edition contains an overview of our work to close the achievement gap and when available, links to specific programs located on our Web site.

I appreciate your interest in learning more about California's public education system, and I hope you find the *Fact Book* 2008 helpful.

A handwritten signature in black ink that reads "Jack O'Connell". The signature is written in a cursive style with a large initial "J" and "O".

JACK O'CONNELL
State Superintendent of Public Instruction

Acknowledgments

This report was prepared by Cindy Cunningham in the Office of the State Superintendent of Public Instruction (SSPI), California Department of Education (CDE), with support from Bobby G. Roy in the Office of the SSPI and Jeannette Reyes in CDE Press. It would not have been possible to prepare this document without the additional support and cooperation of the many CDE staff members whose expertise is represented in these pages; their contributions are greatly appreciated.

You are welcome to duplicate this *Fact Book* as needed. If you have any questions or recommendations for future editions, please contact Cindy Cunningham, Executive Office Manager, at 916-319-0800, or by e-mail at ccunningham@cde.ca.gov. Hard copies are available for sale from CDE Press. For additional information, call 800-995-4099.

Fingertip Facts on Education in California

Number of school districts, 2006-07

Unified.....	331
Elementary.....	556
High.....	86
Other.....	380
Total.....	1,353

Number of public schools, 2006-07

Elementary.....	5,781
Middle.....	1,264
Junior high.....	31
High.....	1,221
K-12.....	131
Continuation.....	526
Alternative.....	216
Community day.....	387
Special education.....	139
Other.....	464
Total.....	9,920

Number of students in public schools, 2006-07

Kindergarten and grades one through eight.....	4,286,369
Grades nine through twelve.....	1,993,527
Ungraded programs.....	7,047
Total.....	6,286,943

Number of students in private schools, 2006-07

Total.....	584,983
------------	---------

Number of twelfth-grade graduates, 2005-06

Total.....	349,191
------------	---------

Racial and ethnic distribution of students in public schools, 2006-07

Ethnicity	Number	Percent
American Indian or Alaskan Native.....	48,383	0.8
Asian.....	510,499	8.1
Pacific Islander.....	38,733	0.6
Filipino.....	165,480	2.6
Hispanic.....	3,026,956	48.2
African American.....	477,776	7.6
White, not Hispanic.....	1,849,078	29.4
Multiple or no response.....	170,038	2.7
Total.....	6,286,943	100.0

Number of teachers in public schools, 2006-07

Elementary schools.....	157,275
Middle and junior high schools.....	50,470
High schools.....	78,940
Other (includes continuation schools).....	22,105
Total.....	308,790

Racial and ethnic distribution of teachers in public schools, 2006-07

Ethnicity	Number	Percent
American Indian or Alaskan Native.....	1,974	0.6
Asian.....	17,310	4.8
Pacific Islander.....	906	0.3
Filipino.....	4,925	1.4
Hispanic.....	56,203	15.7
African American.....	17,435	4.9
White, not Hispanic.....	254,994	71.2
Multiple or no response.....	4,560	1.3
Total.....	358,307	100.0

Average salaries, 2006-07

Full-time teachers

Common administrative districts.....	\$69,861
Elementary districts.....	63,130
High school districts.....	66,515
Unified districts.....	63,323
Statewide average.....	63,640

School site principals

Elementary school level.....	\$95,855
Middle school level.....	101,860
High school level.....	110,020
Unified districts.....	102,301
Statewide average.....	101,465

Superintendents

Common administrative districts.....	\$159,744
Elementary districts.....	128,132
High school districts.....	156,676
Unified districts.....	160,290
Statewide average.....	143,700

California Department of Education

Belief and Purpose

We believe that the public school system must meet the **comprehensive learning needs** of each student to reach **high expectations**.

Equity of access to quality public education is the right of every student and the responsibility of the State of California.

The core purpose of the California Department of Education is to lead and support the **continuous improvement of student achievement**, with a specific focus on **closing the achievement gap**.

California Department of Education provides **leadership** for **strong schools** and **equitable outcomes** for *all* students.

Role and Responsibilities

The California Department of Education (CDE) oversees the state's diverse and dynamic public school system that is responsible for the education of more than seven million children and young adults in more than 9,000 schools. The CDE and the State Superintendent of Public Instruction are responsible for enforcing education law and regulations and for continuing to reform and improve public elementary school programs, secondary school programs, adult education, some preschool programs, and child care programs. The CDE's mission is to provide leadership, assistance, oversight, and resources so that every Californian has access to an education that meets world-class standards. The CDE is committed to working in partnership with local schools to improve student achievement.

The CDE's goals are to:

- Hold local educational agencies accountable for student achievement in all programs and for all groups of students.
- Build local capacity to enable all students to achieve state standards.
- Expand and improve a system of recruiting, developing, and supporting teachers that instills excellence in every classroom, preschool through adult.
- Provide statewide leadership that promotes effective use of technology to improve teaching and learning.
- Increase efficiency and effectiveness in administration of kindergarten through grade twelve education, including student record keeping, and good financial management practices.
- Provide broader and more effective communication among the home, school, district, count, and state.

- Establish and foster systems of school, home, and community resources that provide the physical, emotional, and intellectual support that each student needs to succeed.
- Advocate additional resources and flexibility and provide statewide leadership that promotes good business practices, so that California schools can target their resources to ensure success for all students.
- Improve the effectiveness and efficiency of the Department.

California Department of Education Organization

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
Jack O'Connell

916-319-0800

The State Superintendent of Public Instruction is one of eight statewide constitutional officers in California and holds the only such office that is nonpartisan. The Superintendent is accountable to the people of California for administering and enforcing education law and regulations and for continuing to reform and improve public elementary and secondary school programs, adult education, and some preschool and child care programs.

The Superintendent is the executive officer and secretary of the California State Board of Education and the director of the California Department of Education (CDE). The CDE administers California's public education system at the state level. The Superintendent administers the day-to-day operations of the CDE and also is responsible for two schools for the deaf, one school for the blind, and three diagnostic centers.

In addition to serving as a University of California Regent, the Superintendent serves as an ex officio member of the California State University, and on the board of the California Commission on Teacher Credentialing, and California State Teachers' Retirement System. The Superintendent also has representation on more than 100 boards, commissions, and committees established by the CDE, the Legislature, or the Executive Branch.

CHIEF DEPUTY SUPERINTENDENT
Gavin Payne

916-319-0794

<http://www.cde.ca.gov/re/di/or>

The Chief Deputy Superintendent is responsible for managing and coordinating the functions of all of the Department's branches. The Chief Deputy Superintendent provides direction for the development and implementation of a statewide educational strategy for CDE and oversees specific program and policy operations. The Chief Deputy Superintendent represents the State Superintendent of Public Instruction in working with the U.S. Department of Education, the State Board of Education, the California Legislature, other state boards and commissions, county offices of education, and local school districts.

ASSESSMENT AND ACCOUNTABILITY BRANCH

Deputy Superintendent
William Padia

916-319-0812

<http://www.cde.ca.gov/re/di/or/branch.asp?id=aab>

The Assessment and Accountability Branch is responsible for programs designed to promote district and school accountability for improving student achievement.

The Standards and Assessment Division develops and administers state testing programs, such as the Standardized Testing and Reporting (STAR) program, the California High School Exit Examination (CAHSEE), and the California English Language Development Test (CELDT). In addition, the division coordinates other K–12 tests, such as the General Educational Development (GED) test and the National Assessment for Educational Progress (NAEP). The Policy and Evaluation Division supports research and evaluation activities and reports both state and federal accountability results under the Accountability Progress Reporting (APR) system. The APR includes the state Academic Performance Index (API) that is used to measure the academic success of a school on the basis of how much it improves annually and the federal Adequate Yearly Progress (AYP) and Program Improvement (PI) reports required by the federal No Child Left Behind (NCLB) Act. In addition to producing the School Accountability Report Card and monitoring evaluation contracts, the division also administers state and federal programs that give awards to teachers and schools.

The Accountability and Improvement Division oversees the state Categorical Program Monitoring process providing leadership on compliance and monitoring review of major educational categorical programs. This division also exercises policy and program responsibilities for NCLB Title I, including administering the NCLB State Title 1 Conference.

The Data Management Division collects, analyzes, and disseminates data about California's public schools and school districts; promotes the effective use of technology in California's schools; and works to develop and coordinate both the California Longitudinal Pupil Achievement Data System and the California School Information Services (CSIS). The division also administers the Consolidated Application.

CURRICULUM AND INSTRUCTION BRANCH

Deputy Superintendent
Anthony Monreal

(916) 319-0806

<http://www.cde.ca.gov/re/di/or/branch.asp?id=cib>

The central mission of the Curriculum and Instruction Branch is to support schools and districts so that students achieve academic standards before graduation from high school and make a smooth transition to college or a career. The work of the branch extends from prekindergarten to adult education. Units within the branch support statewide educational reform efforts in standards, accountability, and grade-span initiatives; promote equitable and effective educational programs; support the efforts of educators, families, and members of the community to work together; develop guidelines and handbooks for local educational agencies (LEAs) that support standards-

based curricula; and provide technical assistance to help LEAs understand and implement reforms, statutes, regulations, and guidelines.

The branch is organized in the following divisions: Child Development Division; Curriculum Frameworks and Instructional Resources Division; Special Education Division; Secondary, Postsecondary, and Adult Leadership Division; Language Learner and Support Division; Learning Support and Partnerships Division; and Professional Development and Curriculum Support Division.

FINANCE, TECHNOLOGY, AND ADMINISTRATION BRANCH

Deputy Superintendent
Susie Lange

916-319-0815

<http://www.cde.ca.gov/re/di/or/branch.asp?id=ftab>

The Finance, Technology, and Administration Branch is responsible for all budget, accounting, contract support, and building maintenance and management for the California Department of Education (CDE); personnel services and labor relations for CDE staff; apportionment of state and federal resources to LEAs and child nutrition and child development providers; assistance to LEAs for all business aspects of public schools; oversight of all state-administered LEAs under Assembly Bill 1200; and information technology systems support and technical services.

The Finance, Technology, and Administration Branch is organized in the following divisions: Fiscal and Administrative Services Division, Personnel Services Division, School Fiscal Services Division, and Technology Services Division.

SCHOOL AND DISTRICT OPERATIONS BRANCH

William Ellerbee, Jr.
Deputy Superintendent

916-319-0797

<http://www.cde.ca.gov/re/di/or/branch.asp?id=sdob>

The School and District Operations Branch consists of four divisions: the Charter Schools Division, Nutrition Services Division, School Facilities Planning Division, and State Special Schools and Services Division. The Charter Schools Division is dedicated to ensuring the development of a premier, innovative charter school system that promotes excellence in education. The Nutrition Services Division provides leadership and support for the delivery of good nutrition to enhance the health, development, and educational potential of California's children, adults, and families. The School Facilities Planning Division assists school districts in creating well-planned, K–12 learning environments in safe, clean, and up-to-date school facilities. The State Special Schools and Services Division operates the California Schools for the Deaf and Blind (preschool through grade twelve) and the Diagnostic Centers, which provide assessment services to special education students for all local educational agencies in California.

POLICY DEVELOPMENT AND EXTERNAL AFFAIRS BRANCH

**Deputy Superintendent
Rick Miller**

916-319-0818

<http://www.cde.ca.gov/re/di/or/branch.asp?id=pdea>

The Policy Development and External Affairs Branch works with the field and other California Department of Education (CDE) branches to identify educational best practices and develop strategies to better share solutions with practitioners. The branch also attempts to identify and alleviate roadblocks to success that may exist because of current state law or practice.

This branch includes the Communications Division, which is responsible for all public relations and media activities for the State Superintendent of Public Instruction (SSPI) and the CDE in various public and private venues. The division maintains wide contact networks with state and national media as well as public information staff in stakeholder organizations, county offices of education, and school districts. The division reflects the SSPI's views in communication with the media and the public and develops media campaigns on selected educational issues. The Communications Division also produces and distributes news releases, news advisories, certificates, salutations, and commendations.

This branch also includes the CDE Press. The Press provides a full range of creative multimedia services to produce and publish the CDE's world-class resources for educators, parents, and educational entities. Having served as the Department's publishing arm for 43 years, the Press extends its reach to every state in the nation as well as to more than 40 other countries. The Press publishes and distributes more educational resources—resources essential to the educational needs of children—than any other state department in the nation. Press staff members provide such services and materials as writing and editing; layout and design; sales and distribution; and the annual California Public School Directory. The Press, which has received numerous state and national awards for excellence in publishing, also provides services to other state agencies. It is the largest entity of its type in California state government.

The branch also includes the P-16 Policy Development Unit (P-16 Unit), which is responsible for supporting the California P-16 Council (Council). The Council was established by the State Superintendent of Public Instruction Jack O'Connell. In 2007 the Council was charged with aiding Superintendent O'Connell's with his statewide initiative to close the academic achievement gap and identify ways the state can better assist counties, districts, and schools in their efforts to help all children succeed academically. The P-16 Unit provides support to the Council by conducting research, coordinating and conducting public meetings and briefings, collecting and disseminating relevant information, and providing presentations on the Council's recommendations to close the achievement gap. The P-16 Unit also works in collaboration with other branches and offices within the CDE to assist in the actualization and implementation of the Council's recommendations.

GOVERNMENT AFFAIRS BRANCH

**Deputy Superintendent
Andrea Ball**

916-319-0821

<http://www.cde.ca.gov/re/di/or/branch.asp?id=qab>

The Government Affairs Branch develops and advances the legislative and fiscal policy priorities of the California Department of Education (CDE) and the State Superintendent of Public Instruction. The branch is responsible for providing information and expertise on state and federal policy and fiscal issues and serving as an advocate before the state Legislature and Congress. The branch also initiates and maintains contact with education stakeholders concerning the CDE's goals and programs.

LEGAL AND AUDITS BRANCH

**General Counsel
Marsha A. Bedwell**

916-319-0860

<http://www.cde.ca.gov/re/di/or/branch.asp?id=la>

The Legal and Audits Branch is responsible for advising and representing the California Department of Education, the State Superintendent of Public Instruction, and the California State Board of Education on legal matters and legislation regarding department operations and the state special schools. The General Counsel coordinates litigation in state and federal courts and in administrative tribunals. The General Counsel oversees the Audits and Investigations Division, including the external audit response program; internal audits, including audits to determine the economy and efficiency of program operations; and the external audits and investigations program. In addition, the General Counsel oversees the Categorical Programs Complaints Management Unit, which responds to complaints regarding categorically funded programs.

State Board of Education

The California State Board of Education (SBE) was established first by statute in 1852, then by amendment to the California Constitution in 1884. Both the Constitution and statutes set forth the SBE's duties. The constitutional duties of the SBE are as follows: (1) the appointment of one deputy and three associate superintendents upon nomination of the State Superintendent of Public Instruction (SSPI); and (2) the adoption of textbooks for use in grades one through eight.

The SBE, by statute, is the governing and policy-determining body of the California Department of Education (CDE). Statute also assigns the SBE a variety of other responsibilities, including:

- **Regulations**—The SBE adopts rules and regulations for its own government, the government of its appointees, and the government of the state's public schools.
- **Standards**—The SBE has approved rigorous statewide academic standards for content and student performance in English-language arts, mathematics, history–social science, science, visual and performing arts, and physical education.
- **Curriculum frameworks**—The SBE adopts curriculum frameworks in reading/language arts, foreign language, history–social science, health, mathematics, physical education, science, and the visual and performing arts. These frameworks are based on previously approved academic standards. In 2007, the SBE adopted a curriculum framework for career technical education. The frameworks inform and guide the local development and implementation of specific curricula for kindergarten through high school, as well as serve as the basis for the adoption of instructional materials.
- **Instructional materials**—The SBE adopts instructional materials for kindergarten through grade eight (K–8) in reading/language arts, foreign language, mathematics, science, history–social science, health, and visual and performing arts. The state provides local educational agencies with special funding each year for the purchase of SBE-adopted instructional materials for kindergarten through grade eight and locally adopted instructional materials for grades nine through twelve.
- **Waivers**—The SBE considers requests from local educational agencies to waive statutory and regulatory requirements.
- **Assessment**—The SBE adopts tests and sets policies for the Standardized Testing and Reporting (STAR) Program and the California High School Exit Examination. The initial California legislation authorizing the STAR program was signed into law in 1997. Since the initial authorization, the SBE has designated the achievement test, initially the Stanford 9 and currently the California Achievement Tests, Sixth Edition Survey, and the primary language achievement test, Spanish Assessment of Basic Education, Second Edition (SABE/2). The SBE adopted regulations for the program; approved and monitored the development of the California Standards Tests (CSTs) and the California Alternate Performance Assessment (CAPA); and adopted performance levels for the CSTs each year beginning with the 2003 administration. The SBE also established the test

administration window for the STAR Program. The SBE approves the state's physical performance test, which is administered to students in grades five, seven, and nine.

- **School district reorganization**—The SBE reviews and acts on petitions to unify and reorganize school districts, determining whether the petitions meet statutorily established criteria for approval and, if petitions are approved, setting the area in which the local election on each petition will be held.
- **Charter schools**—The SBE assigns numbers to petitions to establish charter schools under the Charter Schools Act of 1992. Subject to certain conditions and limitations, charter petitions may be submitted as an appeal following a district and county denial. In the case of districts composed entirely of charter schools (i.e., all-charter districts), petitions are submitted directly to the SBE and the SSPI, who have joint approval authority. As a charter authorizer, the SBE has monitoring and accountability responsibilities for schools and all-charter districts it has approved.
- **No Child Left Behind (NCLB)**—As the officially designated state educational agency under NCLB, the SBE has the primary responsibility for overseeing the state's full compliance with the complex provisions of federal law, which includes establishing an assessment and accountability system to demonstrate that all students are making adequate yearly progress toward proficiency in English-language arts and mathematics; ensuring that all English learners will become proficient in English and reach high academic standards; establishing a plan whereby all teachers in the core subject areas meet the "highly qualified teacher" provisions in NCLB; ensuring that all students will be educated in learning environments that are safe, drug-free, and conducive to learning; and adopting the goal of all students graduating from high school.
- **Funding allocations**—As prescribed by state and federal laws, the SBE allocates certain state and federal funding sources.
- **Study and planning**—The SBE is authorized to study educational conditions and needs of the state and make plans for the improvement of the administration and efficiency of the public schools. The SBE, when authorized by statute, approves certain program plans for CDE.

Ten of the SBE's 11 members are appointed by the Governor to four-year, staggered terms, subject to confirmation by a two-thirds vote of the Senate within one year of appointment. The 11th member, also appointed by the Governor and subject to Senate confirmation, is a student in a California public high school who serves a one-year term. The student member enjoys full voting rights and all other rights and privileges of membership.

For more information regarding the SBE, please contact the SBE, at 916-319-0827. Additional information is also available on the SBE Web page at <http://www.cde.ca.gov/be>.

California State Board of Education Public Roster

Name	Took office	Term expires
Mr. Ted Mitchell, President	May 11, 2004	January 15, 2010
Ms. Ruth Bloom, Vice President	February 12, 2005	January 15, 2011
Mr. Alan Bersin	May 11, 2005	January 15, 2010
Mr. Jim Aschwanden	September 6, 2006	January 15, 2012
Dr. Yvonne Chan	May 11, 2005	January 15, 2012
Mr. Donald G. Fisher	March 15, 2001	January 15, 2009
Mr. Gregory Jones	February 14, 2008	January 15, 2012
Dr. David P. Lopez	July 12, 2006	January 15, 2010
Mr. Kenneth Noonan	March 21, 2007	January 15, 2010
Mr. Johnathan Williams	February 18, 2004	January 15, 2011
Monica Liu 2007-2008 Student Member	July 27, 2007	July 31, 2008

California State Board of Education

1430 N Street, Room 5111
 Sacramento, CA 95814-5901
 916-319-0827

<http://www.cde.ca.gov/be>

County Offices of Education

There are 58 county offices of education that provide services to the state's school districts. The county offices have elected governing boards and are administered by elected or appointed county superintendents.

The county superintendent is responsible for examining and approving school district budgets and expenditures. With the passage of Assembly Bill 1200 (1991), the county superintendent has additional powers to enforce sound budgeting to ensure the fiscal integrity of the district. The superintendent is also responsible for calling school district elections and assisting with school district emergencies by providing necessary services.

County offices of education support school districts by performing the tasks that can be done more efficiently and economically at the county level. The county offices provide or help formulate new curricula, staff development and training programs, and new instructional procedures; design business and personnel systems; and perform many other services to meet changing needs and requirements. When economic or technical conditions make county or regional services most appropriate for students, county offices provide a wide range of services, such as special and vocational education, programs for youths at risk of failure, and instruction to youths in juvenile detention facilities.

Local Control

Although the California public schools system is a statewide system under the policy direction of the Legislature, more local responsibility is legally granted to school districts and county education officials than to other government entities and officials.

Statutes relating to school districts, county boards of education, and county superintendents of schools operate differently from any other California statutes. Because the plenary power to make state policy and law rests with the Legislature, the general rule of law is that an agency of government is permitted to do only that which is authorized by statute; it cannot do or undertake any program or activity simply because it is not prohibited. In 1972, however, the voters amended the California Constitution. As a result, the general rule has been altered only for school districts. Thus, laws relating to local schools occupy a unique constitutional position.

Under this "permissive education code," as long as a statute does not prohibit the program or activity and it is consistent with the purposes for which school districts are established, it can be undertaken. In other words, it is constitutionally unnecessary to enact any statutes that merely allow or permit school districts, at their discretion, to do something.

California Basic Educational Data System

The California Basic Educational Data System, otherwise known as CBEDS, is a system for collecting and sharing demographic data about students, schools, school districts, and classified and professional education staff in the California public school system in kindergarten through grade twelve. The data are collected once a year on the first Wednesday in October, which is designated as “Information Day.”

The data are collected on three different forms. Each district and county office of education completes a form providing information about classified staff, estimated teacher hires, grading requirements, gifted and talented education (GATE), and interdistrict transfers. Each public school completes a form providing information about classified staff; graduates; dropouts; alternative education; school enrollment by grade level, gender, and ethnic designation; enrollment in selected high school courses, career-technical education enrollment; technology; education calendar; and graduate and dropout data for No Child Left Behind (NCLB). Finally, for each certificated staff member, data are collected about age; ethnic designation; gender; highest education level; years of service; employee status; time base; type of teaching credential; authorized teaching areas; and assignment information, which consists of enrollment, grade level, University of California (UC)/California State University (CSU) requirements, and NCLB core and compliance data for each course taught.

A number of alternatives are available to school districts for submitting the required data. Paper submission is an option for small districts submitting certificated staff data. The rest of the districts submit data in computer files. For school and certificated staff data submission, data entry assistance programs are available on CD-ROM.

CBEDS was originally designed to produce state and federal reports required by California’s *Education Code* and by federal statutes. CBEDS is also used to compute funding for many of the state programs, including Instructional Materials, Career-Technical Education, Safe and Drug-Free Schools, Healthy Start Support Services grants, and the California Technology Assistance Project.

CBEDS data are available to schools, districts, parents, government groups, control agencies, California Department of Education staff, the media, and the general public. The public may view data in a variety of formats from the CBEDS Web page at <http://www.cde.ca.gov/ds/sd/cb>.

- DataQuest lets users create their own reports of demographic data for public schools, districts, counties, or the state.
- Demographic reports are viewable and show trends in demographic data for California public schools, kindergarten through grade twelve (K–12).
- Demographic data files are compressed data files in database format (DBF) that can be downloaded for California public schools, K–12.

For more information, contact the Educational Demographics Office, at 916-327-0219 or by e-mail at eddemo@cde.ca.gov. Additional information can be found on the Data and Statistics Web page at <http://www.cde.ca.gov/ds>.

Enrollment in California Public Schools,
2004-05 Through 2006-07

Grade Level	Number of Schools, 2006-07*	Enrollment			Percent increase or decrease in enrollment	
		2006-07	2005-06	2004-05	Between 2005-06 and 2006-07	Between 2004-05 and 2006-07
Kindergarten	5,770	454,566	458,440	455,134	-0.80%	-0.08%
Grade 1	5,819	477,242	473,241	477,538	0.90%	0.00%
Grade 2	5,827	465,738	469,552	474,842	-0.75%	-1.85%
Grade 3	5,841	467,586	471,246	481,259	-0.70%	-2.77%
Grade 4	5,851	470,172	477,827	488,045	-1.51%	-3.57%
Grade 5	5,852	478,285	485,857	492,891	-1.45%	-2.86%
Grade 6	4,246	485,207	489,655	491,305	-0.77%	-1.10%
Grade 7	2,768	492,029	491,516	492,917	0.28%	-0.01%
Grade 8	2,785	490,812	489,567	498,805	0.47%	-1.39%
Ungraded Elementary**	183	3,390	30,890	32,391	-89.02%	-89.52%
Grade 9	2,156	543,500	547,014	549,486	-0.36%	-0.81%
Grade 10	2,321	516,151	515,761	497,203	0.41%	4.16%
Grade 11	2,284	485,897	467,304	459,114	4.32%	6.18%
Grade 12	2,223	441,198	423,289	409,560	4.69%	8.19%
Ungraded Secondary**	92	3,459	21,277	21,651	-82.83%	-83.12%
Total***	9,716	6,275,232	6,312,436	6,322,141	-0.59%	-0.74%

*Number of schools that reported enrollment in each grade

**The definition of a student in ungraded elementary and ungraded secondary schools was redefined in 2005-06

***Does not include enrollment from nonpublic, nonsectarian schools

Source: CBEDS data collection, Educational Demographics, October 2006

Enrollment and Number of California Public Schools,
by Grade Span, 2006-07*

Elementary Schools		
Grade	Number	Enrollment
Kdgn.	21	4,499
K-1	21	5,913
K-2	49	15,537
K-3	85	33,662
K-4	95	47,976
K-5	2,453	1,395,555
K-6	2,046	1,166,509
K-7	23	10,006
K-8	729	293,861
3-5	31	14,418
4-6	24	11,774
Other**	137	55,495
Total	5,714	3,055,205

Kindergarten-Grade 12 Schools		
Grade	Number	Enrollment
K-12	101	62,803
Other**	23	4,983
Total	124	67,786

High Schools		
Grade	Number	Enrollment
6-12	29	15,781
7-12	67	40,433
9-12	1,062	1,738,352
Other**	34	4,699
Total	1,192	1,813,882

Community Day Schools		
Grade	Number	Enrollment
K-6	31	250
K-8	39	247
6-8	29	252
7-12	130	5,814
9-12	55	2,461
Other**	80	2,350
Total	364	11,374

Continuation High Schools		
Grade	Number	Enrollment
7-12	27	6,144
9-12	459	60,950
10-12	25	2,176
Other**	10	2,075
Total	521	71,345

Middle Schools		
Grade	Number	Enrollment
4-8	18	8,990
5-8	49	32,883
6-8	841	785,853
7-8	341	291,081
Other**	16	6,469
Total	1,265	1,125,276

Alternative Schools		
Grade	Number	Enrollment
K-8	18	3,069
K-12	79	16,120
7-12	22	7,937
9-12	64	14,200
Other**	24	3,418
Total	207	44,744

All Other School Types***		
Grade	Number	Enrollment
K-12	134	46,507
6-12	18	2,503
7-12	62	6,942
9-12	25	5,204
Other**	50	4,699
Total	289	65,855

Junior High Schools		
Grade	Number	Enrollment
7-8	14	10,233
Other**	15	9,539
Total	29	19,772

State Totals		
	Number	Enrollment
All schools	9,705	6,275,239

*Grade span is the range of grade levels for which a school has reported enrollment. It may not represent all grade levels that a school supports. For instance, a small school may serve grades K-6, but if no kindergartners enrolled in 2006-07, the grade span would be 1-6.

**Represents schools with various grade spans that are less common (ten or fewer schools with those particular grade spans).

***Includes juvenile hall/court, county community, opportunity, California Education Authority, special education, and state special schools.

Source: CBEDS data collection, Educational Demographics Office, October 2006

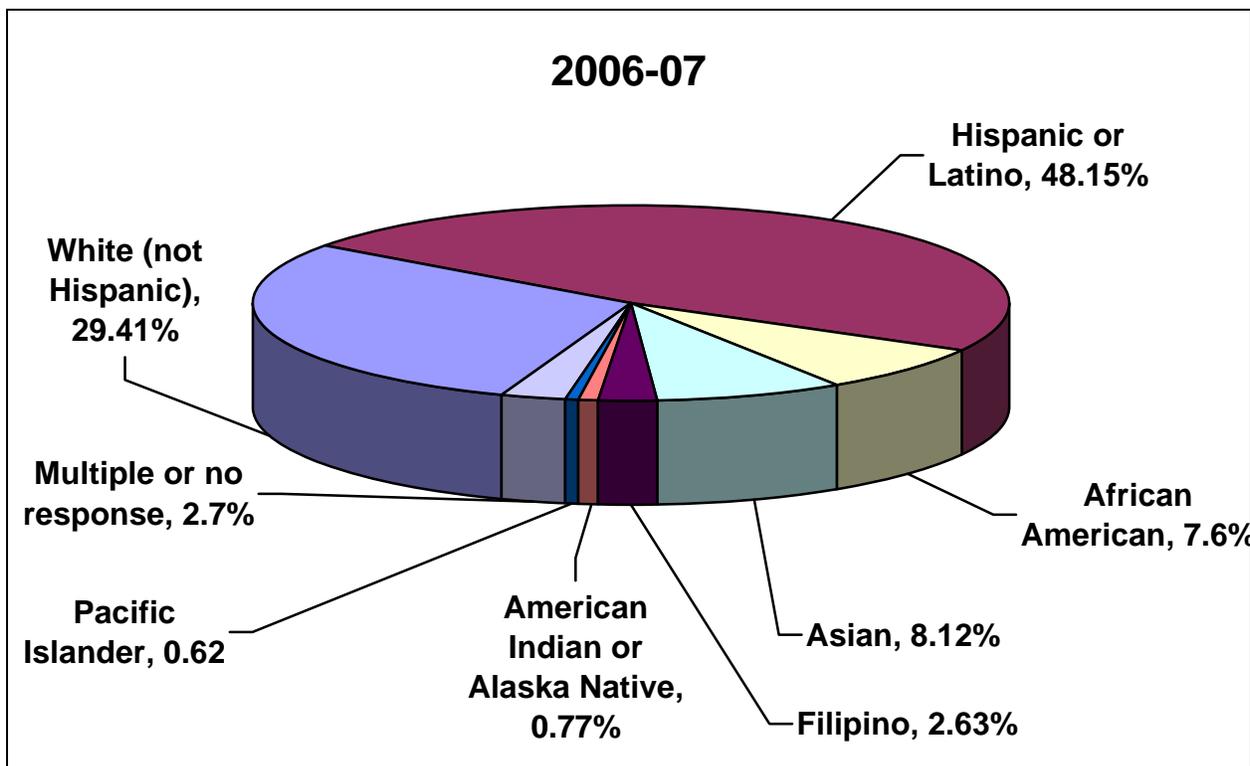
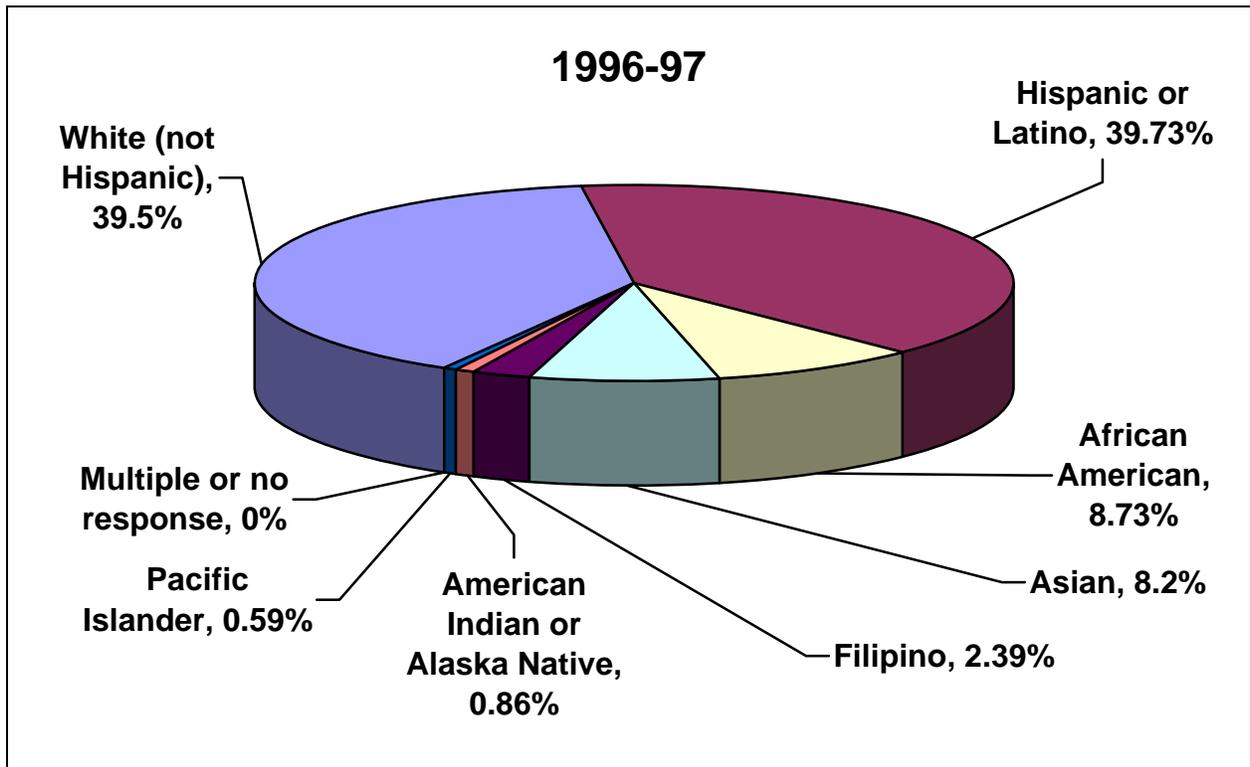
California's Largest and Smallest Public School Districts, 2006-07
(Includes County Offices of Education)

Rank	County	District	Enrollment	Statewide cumulative enrollment	Cumulative enrollment percent
1	Los Angeles	Los Angeles Unified	707,626	707,626	11.26%
2	San Diego	San Diego Unified	131,034	838,660	13.34%
3	Los Angeles	Long Beach Unified	90,663	929,323	14.78%
4	Fresno	Fresno Unified	77,555	1,006,878	16.02%
5	Sacramento	Elk Grove Unified	61,881	1,068,759	17.00%
6	San Bernardino	San Bernardino City Unified	57,397	1,126,156	17.91%
7	Orange	Santa Ana Unified	57,346	1,183,502	18.82%
8	San Francisco	San Francisco Unified	56,183	1,239,685	19.72%
9	Orange	Capistrano Unified	51,512	1,291,197	20.54%
10	Riverside	Corona-Norco Unified	49,865	1,341,062	21.33%
11	Sacramento	Sacramento City Unified	49,355	1,390,417	22.12%
12	Orange	Garden Grove Unified	48,798	1,439,215	22.89%
13	Sacramento	San Juan Unified	47,862	1,487,077	23.65%
14	Alameda	Oakland Unified	47,012	1,534,089	24.40%
15	Riverside	Riverside Unified	43,464	1,577,553	25.09%
16	San Diego	Sweetwater Union High	42,083	1,619,636	25.76%
17	San Bernardino	Fontana Unified	41,812	1,661,448	26.43%
18	San Joaquin	Stockton Unified	38,617	1,700,065	27.04%
19	Riverside	Moreno Valley Unified	37,351	1,737,416	27.64%
20	Fresno	Clovis Unified	37,101	1,774,517	28.23%
21	Kern	Kern Union High	36,083	1,810,600	28.80%
22	Contra Costa	Mt. Diablo Unified	35,685	1,846,285	29.37%
23	Orange	Saddleback Valley Unified	33,909	1,880,194	29.91%
24	Los Angeles	Montebello Unified	33,819	1,914,013	30.44%
25	San Bernardino	Chino Valley Unified	33,235	1,947,248	30.97%
<hr/>					
1034	Siskiyou	Klamath River Union Elementary	19	6,286,691	100.00%
1035	El Dorado	Silver Fork Elementary	18	6,286,709	100.00%
1036	Shasta	French Gulch-Whiskeytown Elem.	17	6,286,726	100.00%
1037	Tehama	Elkins Elementary	16	6,286,742	100.00%
1038	Trinity	Cox Bar Elementary	16	6,286,758	100.00%
1039	Humboldt	Green Point Elementary	15	6,286,773	100.00%
1040	Shasta	Indian Springs Elementary	15	6,286,788	100.00%
1041	Lassen	Ravendale-Termo Elementary	15	6,286,803	100.00%
1042	Marin	Lincoln Elementary	15	6,286,818	100.00%
1043	Tuolumne	Chinese Camp Elementary	14	6,286,832	100.00%
1044	Kern	Blake Elementary	14	6,286,846	100.00%
1045	Sonoma	Kashia Elementary	13	6,286,859	100.00%
1046	Santa Barbara	Casmalia Elementary	13	6,286,872	100.00%
1047	Marin	Union Joint Elementary	13	6,286,885	100.00%
1048	Siskiyou	Forks Of Salmon Elementary	12	6,286,897	100.00%
1049	Humboldt	Maple Creek Elementary	10	6,286,907	100.00%
1050	Sierra	Sierra County Office Of Ed.	9	6,286,916	100.00%
1051	Trinity	Coffee Creek Elementary	9	6,286,925	100.00%
1052	Siskiyou	Bogus Elementary	9	6,286,934	100.00%
1053	Alpine	Alpine County Office Of Educat	5	6,286,939	100.00%
1054	San Benito	Panoche Elementary	4	6,286,943	100.00%

The statewide total enrollment is 6,286,943.

Source: CBEDS data collection, Educational Demographics, October 2006

California Schools' Changing Ethnic Makeup



Source: CBEDS data collection, Educational Demographics, October 2006

Teacher Credentials and Experience, 1999-2000 Through 2006-2007

Credentials													
Year	Number of teachers	Full credential		National Board certification		University intern		District intern		Emergency		Waiver	
			%		%		%		%		%		%
1999-00	292,012	251,431	86.1	346	0.1	3,710	1.3	2,495	0.9	37,266	12.8	4,220	1.4
2000-01	301,361	258,934	85.9	786	0.3	4,205	1.4	2,179	0.7	34,670	11.5	3,348	1.1
2001-02	306,940	265,201	86.4	1,308	0.4	4,867	1.6	2,384	0.8	32,523	10.6	3,020	1.0
2002-03	309,773	272,464	88.0	1,960	0.6	6,128	2.0	2,587	0.8	26,061	8.4	2,272	0.7
2003-04	305,855	277,716	90.8	2,644	0.9	7,816	2.6	2,452	0.8	15,028	4.9	1,237	0.4
2004-05	306,548	286,149	93.3	3,087	1.0	10,484	3.4	2,884	0.9	10,847	3.5	1,360	0.4
2005-06	307,864	290,025	94.2	3,379	1.1	7,668	2.5	2,690	0.9	9,922	3.2	1,298	0.4
2006-07	308,790	293,241	95.0	3,659	1.2	7,940	2.6	2,776	0.9	13,717	4.4	1,119	0.4

Note: Teacher credential data may not have been submitted, or a teacher may hold one or more types of credentials. As a result, percentages shown on this report will not add up to 100%.

Experience				
Year	Average years teaching	Average years in district	Number of first-year teachers	Number of second-year teachers
1999-00	12.7	10.3	23,256	22,627
2000-01	12.6	10.3	24,824	21,005
2001-02	12.7	10.3	21,586	21,202
2002-03	12.7	10.4	17,816	20,139
2003-04	12.7	10.4	18,039	16,513
2004-05	12.7	10.4	19,246	16,200
2005-06	12.7	10.4	20,628	17,458
2006-07	12.7	10.5	19,133	18,436

Number and Percent of Teachers in Selected Age Groups, 2006-07

Age group	Number of teachers	Percent of teachers
Over 55	65,194	21.1
46 to 55	77,835	25.2
Under 46	164,983	53.4
Not reported	778	0.3
Total	308,790	100.0

Source: CBEDS data collection, Educational Demographics, October 2006

Full-Time Equivalent Pupil Services Staff in California Public Schools,
1997-98 Through 2006-07

Type of staff	2006-07		2001-02		1997-98	
	Full-time equivalent staff*	Approximate ratio of staff to students	Full-time equivalent staff*	Approximate ratio of staff to students	Full-time equivalent staff*	Approximate ratio of staff to students
Counselors	7,711	1:815	6,995	1:879	6,028	1:950
Psychologists	4,544	1:1,383	4,063	1:1,513	3,388	1:1,690
Librarians	1,227	1:5,123	1,381	1:4,451	942	1:6,080
Social workers	347	1:18,117	191	1:32,185	159	1:36,021
Nurses	2,804	1:2,242	2,695	1:2,281	2,389	1:2,397
Speech/language/hearing specialists	4,942	1:1,272	4,655	1:1,321	1,582	1:3,620
Resource specialists	828	1:7,592	632	1:9,727	831	1:6,892
Other pupil services staff	3,822	1:1,644	3,697	1:1,663	3,241	1:1,767
State totals	26,225		24,309		18,560	

Source: CBEDS data collection, Educational Demographics, October 2006

*Full-time equivalent staff calculation represents the sum of the full-time positions as a decimal equivalent.

Number of Computers Used for Instruction-Related Purposes
and Number of Classrooms with Internet Access
in California Public Schools, 2006-07

Type of school	Number of schools	Enrollment	Number of computers	Number of students per computer	Number of classrooms with Internet
Elementary schools	5,714	3,055,205	653,576	4.67	173,278
Middle and junior high schools	1,294	1,145,041	267,545	4.28	58,038
High schools	1,192	1,813,882	428,828	4.23	86,079
Continuation and alternative schools	728	116,089	35,491	3.27	6,203
Other schools	992	145,015	41,498	3.49	8,938

Source: CBEDS data collection, Educational Demographics, October 2006

K-12 High Speed Network Connectivity

Type of entity	Number	Percent
County offices of education	58	100
School districts	864	87
Schools	7,686	81

Source: K-12 High Speed Network dataLINK

Compulsory Education and Minimum School-Admission Age

State law requires all minors ages six years and older to attend school, except for sixteen- and seventeen-year-olds who have graduated from high school or have passed the California High School Proficiency Examination and obtained parental permission to leave school.

Children younger than sixteen years of age must attend school full time. Schools are generally required to provide a minimum of 180 instructional days. Further, the law specifies a minimum number of minutes of attendance by grade level. Several full-time and part-time alternatives to regular high school are available to sixteen- and seventeen-year-olds, including “continuation” classes, regional occupational programs, and adult education courses.

Kindergarten

Kindergarten attendance is not required by law, but parents have the right to enroll their eligible children in public kindergarten once they have reached the appropriate age. Schools must admit children who have reached age five on or before December 2 of that school year. Admission must occur at the beginning of the school year or whenever a student moves into the school district.

For more information regarding kindergarten enrollment, visit the Kindergarten Web page at <http://www.cde.ca.gov/ci/gs/em/kinderinfo.asp>.

First Grade

In order to enter public school first grade in September, a child must reach age six on or before December 2 of the school year. Some exceptions may apply, but no child may be admitted to first grade who has not attained at least age five. Children who are at least five years old and are enrolled in a public school kindergarten may be placed in first grade at any time if they meet district criteria that demonstrate exceptionally advanced development for age. At the discretion of the receiving district, children transferring from one district to another, or from out-of-state, may be placed in the same grade in the receiving district as they were enrolled in the sending district. Children enrolling in public school after completing one year of a private school kindergarten may be admitted to first grade at the discretion of the district.

For more information regarding compulsory education and enrollment age, please contact the Elementary Education Office, at 916-319-0839. You can find additional information on the Elementary Web page at <http://www.cde.ca.gov/ci/gs/em>.

Immunization and Health Checkup

California law requires each child to have up-to-date immunizations. Children are exempt from immunization requirements when (1) their parents sign a statement at the school indicating that such immunization is contrary to their beliefs; or (2) the parents submit a statement from a physician indicating that immunization is not considered safe for the child. An exemption may be temporary or permanent and may be for specific or all vaccines.

The federal McKinney-Vento Homeless Assistance Act requires that schools enroll students who are homeless without requiring proof of immunization. California law requires that schools immediately enroll foster children even if a foster child is unable to produce immunization records normally required for school entry. Once a homeless student or a foster child is enrolled, schools should work with their local health department to ensure these students receive any vaccinations they may need.

State law also requires each child's family to provide, within 90 days of entrance into the first grade, a certificate documenting that the child has received a health checkup within the previous 18 months. Parents may waive the health checkup requirement because they do not want or are unable to obtain a health screening for their child. If the waiver indicates that the parents were unable to obtain such services, the reasons must be included in the waiver. Law requires school districts to exclude any first grader for up to five days if the child has neither a health examination certificate nor a parental waiver 90 days after entering the first grade.

Some children may be eligible for a state-paid examination. Referrals to doctors and clinics are provided on request by the Child Health and Disability Prevention (CHDP) Program coordinator of the local health department. Children through age eighteen may receive a free checkup funded by CHDP if their families meet specific income guidelines. Most county health departments have a CHDP coordinator who can advise parents regarding eligibility.

All children under eighteen years of age entering a California public or private elementary or secondary school for the first time, or transferring between schools, must present a written immunization record, including at least the month and year of receipt of each dose of required vaccines (or an exemption to the immunization requirements). Otherwise, the child will not be allowed to attend school.

To meet California's school entry requirements, children entering kindergarten will need a total of five DTP (diphtheria, tetanus, and pertussis) immunizations; four polio immunizations; two MMR (measles, mumps, and rubella) immunizations; three hepatitis B immunizations; and one varicella (chicken pox) immunization. Students entering seventh grade must show proof of three hepatitis B shots and a second measles (or MMR) shot. Students can be admitted if they have had at least the first in the three-shot hepatitis B series on condition that the remaining shots are completed when due. All

students entering California schools from out-of-state must show proof of varicella immunization.

Contact local county health departments for more specific information on requirements relating to the number of vaccine doses and the ages at which vaccines are to be given. In some cases, in addition to the month and year of the immunization, the day is also required. Some counties now require that students entering school at specific grade levels show the results of tuberculosis skin tests.

For more information regarding immunization and health checkup requirements, please contact your school district, county office of education, or county health department. You may also view the California Department of Public Health Immunization Branch Web page at <http://www.dhs.ca.gov/ps/dcdc/izgroup/default.htm> (Outside Source).

Public Access

The subjects explained here include some of the most frequently asked questions concerning public access and California *Education Code (EC)* sections.

Public Records Act—Government Code Section 6250 et seq.

Public records include any writing containing information related to the conduct of the public business that is prepared, owned, used, or retained by any state or local agency, regardless of the physical form or characteristics of the public business. Public records are open to inspection at all times during the office hours of the state or local agency. Every person has a right to inspect any public record and obtain a copy for a fee unless, pursuant to specific statutory standards, it may be kept confidential. Agency regulations may be adopted stating the procedures to be followed when making records available.

Open Meetings (Brown Act)—Government Code Section 54950 et seq. and EC sections 35145 and 35145.5

Generally, public agencies are required by law to conduct their business in an open forum. However, the Legislature recognizes the need for these agencies to meet, on occasion, in private forum. For example, certain matters concerning personal privacy of public employees or litigation strategy are more appropriately discussed in a closed, rather than open, session.

Agencies are required to provide agendas at least 72 hours prior to each regular meeting; the agenda must contain a brief description of each item to be considered. Local bodies are required to take steps to ensure public participation in the meetings. Minutes shall be taken and are public records. Boards shall adopt regulations governing the procedures to be followed to (1) ensure that members of the public may place items on the agenda for consideration; and (2) permit the public to address the board regarding items on the agenda as they are deliberated. These regulations shall not preclude the board addressing matters not on the agenda that a member of the public wishes to bring before the board, provided that no action may be taken on such matters at the same meeting at which the testimony is taken.

Civic Center Act—EC Section 38130 et seq.

Every public school facility is considered a civic center where citizens, school-community councils, and clubs, as well as senior, recreation, education, political, artistic, and other organizations, may meet. The school district may grant the use of the school facilities and grounds upon certain terms and conditions deemed proper by the governing board, subject to specified limitations, requirements, and restrictions set forth within the law.

Pupil Records—*EC* Section 49060 et seq.

Except for certain directory information, such as a student's name, address, telephone number, and certain other information disclosable by the school district, pupil records are not disclosable without parental consent, except to certain specified governmental entities and school employees. Parents have an absolute right of access to their children's records and may formally challenge the contents. School districts and private schools are required to transfer a pupil's records to each other when the student changes schools. School districts must notify parents of their rights under the pupil records law (*EC* Section 49063).

Grades—*EC* sections 49066 and 49070(b)

The grade given to each pupil by the teacher of the course, in the absence of clerical or mechanical error, bad faith, incompetency, or fraud, shall be final. Neither the local governing board nor superintendent shall order a grade changed without first giving the teacher who has assigned the grade the opportunity to state orally or in writing the reasons for which the grade in question was given.

Promotion and Retention—*EC* sections 48070 and 48070.5

School districts shall adopt policies regarding promotion and retention of students pursuant to the standards in *EC* Section 48070.5, including an opportunity for the student's parent to consult with the school principal and the responsible teacher(s) before a decision to promote or retain is made and to appeal the decision. There shall be notification when a student is identified as being at risk of retention.

The text of these laws is available on the California Law Web site at <http://www.leginfo.ca.gov/calaw.html> (Outside Source).

Immigration Status of Students—Proposition 187 of 1994* and Welfare Reform Act of 1996

The issue of illegal immigration in California has resulted in a variety of laws and legal challenges. Critics have suggested that school-age children residing illegally in California should be denied a free public education. Regardless of individual opinion, current law requires:

- Free public K–12 education for all school-age children in California, regardless of alienage
- Compulsory school attendance of each person in California between the ages of six and eighteen, regardless of alienage

Although age and residency must be established, there is no requirement that citizenship be established. As discussed below, even inquiring about citizenship as a condition of enrollment is currently prohibited.

Plyler v. Doe

On September 27, 1981, the California State Board of Education (SBE) filed an *amicus curiae* brief with the United States Supreme Court in the case of *Plyler v. Doe*, 457 US 202 (1982). In arguing against Texas statutes that denied public school enrollment and withheld state funds from local school districts for children “illegally admitted” to the United States, the SBE stated:

As educators concerned with the provision of quality education for all children and for the improvement of society through an educated population, the California State Board of Education believes strongly that there is no rational educational or fiscal purpose in excluding children of illegal aliens from receiving the educational opportunities available to all other children. (*Amicus Curiae* Brief at p. 27)

Consistent with the SBE’s position, the United States Supreme Court held the Texas statute unconstitutional because it violated the equal protection clause of the 14th Amendment to the United States Constitution, which protects “any person,” not just “any citizen.” Because the *Plyler* decision applies to every state and is still valid, the same test of constitutionality applies to any state law that conditions California school attendance on citizenship.

Welfare Reform Act of 1996

Provision of public services to immigrants is addressed in the federal Personal Responsibility and Work Opportunity Reconciliation Act of 1996. Certain public health and welfare benefits are denied to aliens who are not “qualified” under the terms of the Act. This prohibition does not extend to basic public education. Section 433(a)(2) of Title IV (*U.S. Code*, Title 8, Section 1643[a][2]) specifically states, “Nothing in this title may be construed as addressing alien eligibility for a *basic public education* [emphasis added] as determined by the Supreme Court of the United States under *Plyler v. Doe* (457 U.S. 202)(1982).”

Until and unless the United States Supreme Court reverses its holding in *Plyler*, all districts must offer a free public education, without regard to alienage, to all school-age children whose parent or guardian is currently living within a district’s geographical boundaries.

*In 1994 California voters enacted Proposition 187, which placed severe restrictions on benefits provided to illegal immigrants. This proposition was challenged in court. The court later determined that many of the proposition’s provisions were unconstitutional and unenforceable.

High School Graduation and College Admission Requirements

Graduation Requirements

To receive a high school diploma, students must fulfill state and district graduation requirements. State-mandated graduation course requirements, which are the state minimums, are as follows: three years of English; two years of mathematics (including Algebra I); three years of social science (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of economics); two years of science (including biology and physical science); two years of physical education; and one year of foreign language or visual and performing arts. Students successfully completing Algebra I in middle school must still complete a minimum of two years of mathematics in high school. Recognizing that these 13 years of preparation are state minimums, local school boards often set local graduation requirements that exceed these state-mandated requirements. Beginning in the 2005-06 school year, students are required to pass the California High School Exit Examination to receive a California high school diploma. (Please refer to the Testing section for information on this requirement and two methods of earning a high school diploma or its equivalent: the California High School Proficiency Examination and the General Educational Development test.)

College Admission Requirements

Students planning to apply to a four-year California public university are required to complete course work that exceeds the state-mandated requirements for high school graduation.

High school students applying to a campus of the California State University (CSU) system or the University of California (UC) must complete four years of college preparatory English; three years of mathematics, including algebra, geometry, and intermediate algebra; two years of history–social science; two years of laboratory sciences; two years of the same foreign language; one year of visual and performing arts; and one year of academic electives.

The University of California recommends that students applying for freshman admission complete three additional years of advanced study, one each in mathematics, science, and foreign language. The list of courses at each California high school certified by the UC system as meeting its freshman admission course requirements is located on the University of California Web site at <https://doorways.ucop.edu/list> (Outside Source). For additional information about the specific courses approved for admission by CSU and UC, review the admissions requirements for each system on the California Colleges Web site at <http://www.californiacolleges.edu> (Outside Source). The site also has extensive resources on planning for college.

For more information on high school graduation and college admission requirements, please contact the Intersegmental Relations Office, at 916-323-6398. You may also view the Graduation Requirements Web page at <http://www.cde.ca.gov/ci/gc/hs/hsgtable.asp>.

State Board of Education Waivers

A waiver is a grant of authority by the State Board of Education (SBE) to a governing board of a district, county office of education (COE), or special education local plan area (SELPA) to provide an **alternative to a legal mandate or prohibition**.

General Waiver (Authority granted to the SBE by California *Education Code* [EC] sections 33050–33054)

The SBE may waive almost all *EC* and *California Code of Regulations (Title 5)* provisions, with the exceptions listed in *EC* Section 33050(a)(1 to 20). Exceptions include many of the attendance accounting and revenue limit sections, class-size reduction programs (kindergarten through grade three), and all Standardized Testing and Reporting testing provisions. Any new law or regulation may be waived under this provision unless the bill adds that particular statute to the list of exceptions or contains specific language that the new statute “may not be waived by the SBE.” The local process for general waivers requires a proper notice of a local public hearing; participation of the local bargaining unit; and participation by any school site council or other advisory body appropriate to the topic.

Any and all general waivers **must be approved, except** when the Board finds *one or more* of the following seven reasons to deny:

- The students’ educational needs are not adequately addressed.
- The waiver affects a program that requires the existence of a school site council, and the school site council did not approve the request.
- The appropriate councils or advisory committees, including bilingual advisory committees, did not have an adequate opportunity to review the request, and the request did not include a written summary of any of these groups’ objections to the request.
- Pupil or school personnel protections are jeopardized.
- Guarantees of parental involvement are jeopardized.
- The request would substantially increase state costs.
- The exclusive representative of employees, if any, was not a participant in the waiver’s development.

If a general waiver is approved for two consecutive years for the same waiver (or for an initial period of two years), the district or COE is given a “permanent” waiver, and it does not need to reapply annually “if information contained on the request remains current” (*EC* Section 33051[c]). However, the SBE may require updated information or rescind these waivers at any time. General waivers (if properly completed and documented) that the SBE has not acted on within two regular meetings are automatically approved “by default” for a period of one year, commencing on the first day of the following month (*EC* Section 33052).

Specific Waivers (Authority found in many other *EC* sections)

This type of waiver is usually limited to a specific type of program. For example, most waivers for students with disabilities, which must show a benefit to a child based on his or her individualized education program, can be granted under the authority of *EC* Section 56101. Some waivers also have specific limitations as to the length of time that they can be granted.

Federal Waivers (Authority found in federal statute)

Since 2002, the federal No Child Left Behind (NCLB) Act, Title I, has allowed the SBE to grant waivers of portions of that federal statute. The SBE has been designated as the state educational agency for purposes of these waivers. These waiver authorities are found throughout the entire statute, similar to the specific waivers of California statute.

Instructional Materials Fund Petitions (Authority in *EC* sections 60421[d] and 60200[g])

Petitions for expenditure of restricted instructional materials funds on nonadopted instructional materials are very similar to waivers; however, there is a separate process set in statute for such requests.

For further information regarding SBE waivers, contact the CDE Waiver Office, at 916-319-0824. Additional information is also available on the Waivers Web site at <http://www.cde.ca.gov/re/lr/wr/index.asp>.

Closing the Achievement Gap

In February 2007, State Superintendent of Public Instruction Jack O'Connell announced his intent to lead an effort to identify ways the state can better assist counties, districts, and schools in their efforts to close California's pernicious achievement gap. He asked his statewide P-16 (prekindergarten through higher education) Council to take the lead on this task. The Superintendent's approach to developing and implementing a plan includes extensive information gathering via examining existing research; surveying educators, students, families, and other stakeholders; identifying current exemplary successful practices in California; town hall meetings, community forums, and a statewide Achievement Gap Summit in Sacramento in November 2007. Based on the information gathered, the Superintendent outlined his initial recommendations in his State of Education Address this year and in the publication *Closing the Achievement Gap: Report of Superintendent Jack O'Connell's California P-16 Council*, which can be found on the P-16 Web page at <http://www.cde.ca.gov/eo/in/pc/index.asp>.

State Superintendent's P-16 Council

The California P-16 Council is a high level, statewide assembly of educators from preschool, K–12, higher education, business, philanthropy, and community leaders appointed by Superintendent O'Connell and chaired by Barry Munitz. The Council is charged with developing strategies to better coordinate, integrate, and improve education for preschool through college students.

Definition of the Achievement Gap

The U.S. Department of Education describes the achievement gap as “the difference in academic performance between different ethnic groups.” In California, the gap is defined as the disparity between white students and other ethnic groups as well as between English learners and native English speakers, socioeconomically disadvantaged and nondisadvantaged, and students with disabilities compared with students without disabilities.

An Example of the Current Achievement Gap*

Subgroup (Scoring at proficient or above)	California Standards Test English-Language Arts	California Standards Test Mathematics
White	60%	53%
African American or Black	29%	24%
American Indian/Alaskan	37%	35%
Asian	64%	67%
Filipino	58%	54%
Hispanic/Latino	27%	30%
Economically Disadvantaged	27%	30%
English Learners	14%	25%
Students Receiving Special Education Services	13%	16%
Students with no Reported Disability	45%	42%

* Data reported from the California 2006 Standardized Testing and Reporting (STAR) Program

Measuring Progress in Closing the Achievement Gap

The following parameters will guide the work of assessing the progress in addressing California's achievement gap:

- We will measure progress by the continuous and significant narrowing of the gap, which will result in the eventual closing of the gap as measured by the California Standards Tests (CST), California Alternate Performance Assessment (CAPA), California English Language Development Test (CELDT), and the California High School Exit Examination (CAHSEE).
- We will hold the same high expectations for success of all students, and it is our goal that all students will score at proficient or above on all CST.
- In order to achieve success, all students must exhibit continuous gains.

The P-16 Unit

The P-16 Unit is a newly established office within the California Department of Education (CDE) under the Policy Development and External Affairs Branch. The P-16 Unit is charged with assisting the California P-16 Council to conduct research, coordinating the development of recommendations for closing the achievement gap, and assisting in the actualization and implementation of recommendations.

Organizational Themes for Closing the Achievement Gap

The project to close the achievement gap is based on the premise that major factors inhibiting the learning of all students can be grouped into four themes known by the acronym ACES. These themes are defined in the following ways:

- **Access**—How do all students gain access to what they need? This could include rigorous curriculum and instruction; highly effective teachers; counselors; extra learning options that supplement the education provided in a typical school day; and health and social services; etc.
- **Culture/climate**—How can schools offer the best learning environment for all students? Is school a safe place for students to learn? Is it an environment that promotes learning and a sense of belonging for students and school staff? Does it offer culturally relevant and responsive instruction? Do effective school-family-community partnerships exist?
- **Expectations**—Are high expectations for all students and teachers truly held? Is it evident in the curriculum, instructional practices, student assignments, and the school's communication to students, parents, and school staff? Is student progress measured using data and effective instructional strategies?
- **Strategies**—What practices have proven effective (or are promising) for closing the achievement gap? Strategies should address improving the quality of instruction; differentiated instruction; increasing instructional time; teacher collaboration time; reconsidering how to differentiate schools by grade span; etc.

If you have any further questions regarding closing the achievement gap, please contact the P-16 Unit, at 916-319-0908 or by e-mail at p16@cde.ca.gov. Additional information can also be found on the P-16 Council Web page at <http://www.cde.ca.gov/eo/in/pc> or on the Achieving Success for All Students Web site at <http://www.closingtheachievementgap.org> (Outside Source).

Accountability

The primary goal of California's accountability system is to measure and report on the academic achievement of California's 6.3 million public school students enrolled in nearly 10,000 schools in more than 1,000 local educational agencies (LEAs). (An LEA is a school district or a county office of education for purposes of accountability reporting.) The system is based on both state requirements established by the Public Schools Accountability Act (PSAA) of 1999, and on federal requirements established by the No Child Left Behind (NCLB) Act of 2001. State, school, and LEA results are released annually as part of the Accountability Progress Reporting system.

Accountability Progress Reporting

The California Department of Education (CDE) reports both state and federal accountability results under the general heading of the "Accountability Progress Reporting" (APR) system. The APR includes the state Academic Performance Index (API) Base and Growth Reports, the federal Adequate Yearly Progress (AYP) Report, and the federal Program Improvement (PI) Report, as listed below.

2007-08 APR System

State Accountability Requirements	Federal Accountability Requirements
2007 Base API Report (March 2008 release)	2008 AYP Report (August 2008 release)
2008 Growth API Report (August 2008 release)	2008-09 PI Report (August 2008 release)

State Requirements: Public Schools Accountability Act of 1999

State accountability results focus on how much schools are improving in year-to-year academic growth. The API is the cornerstone of the state's academic accountability requirements. Its purpose is to measure the academic performance and growth of schools.

Academic Performance Index

The API is a numeric index (or scale) that ranges from a low of 200 to a high of 1,000. A school's score or placement on the API is an indicator of a school's performance level. The statewide API performance target for all schools is 800. A school's growth is measured by how well the school is moving toward or past that goal.

Test Results Used in the API

The API is based on results of statewide tests at grades two through twelve. The 2007-08 API reporting cycle reflects a school's performance on the following tests that are a part of California's 2007-08 statewide testing administration:

- Standardized Testing and Reporting (STAR) Program
 - California Standards Test (CST) in English-language arts (grades two through eleven, including a writing assessment at grades four and seven)
 - CST in mathematics (grades two through seven and grades eight through eleven for end-of-course tests)
 - CST in science (grades five, eight, and ten and grades nine through eleven for end-of-course tests)
 - CST in history-social science (grade eight, grade eleven in U.S. history, and grades nine through eleven for end-of-course test in world history)
 - California Alternate Performance Assessment (CAPA) in English-language arts (ELA) and mathematics (grades two through eleven)
 - Norm-referenced test (California Achievement Test, Sixth Edition Survey [CAT/6 Survey]) in reading, language, spelling, and mathematics (grades three and seven)
- California High School Exit Examination (CAHSEE) in ELA and mathematics (grade ten regardless of the results and grades eleven and twelve if the student passed only one of the content areas)

Pending approval by the State Board of Education, the 2006-07 API reporting cycle will include the results of the CST in science, grade eight, and the CST in life science, grade ten, in addition to the tests listed above. The PSAA requires that test results make up at least 60 percent of the API. Other indicators will be added to the API as they become available.

API Reporting Cycles

Because the API measures a school's academic growth, it is reported annually in terms of a base score and the next year's growth score. The Base API, reported after the start of each calendar year, and its corresponding Growth API, based on the following year's test results and reported the following August, constitute an API reporting cycle. Base API reports include API scores, statewide and similar schools rankings, and growth targets. Growth API reports include API scores and show whether the school met its growth targets. A school's Base API is subtracted from its corresponding Growth API to determine how much the school grew in a year. API results focus on schools showing year-to-year growth in achievement.

State API Growth Targets

Schools must meet annual schoolwide targets and targets for each numerically significant subgroup to meet state API growth targets. The growth target is the amount

of improvement a school is expected to make in its API score in a year. It is calculated as 5 percent of the difference between a school's Base API and the statewide performance target of 800. The minimum growth target is one point. A school with an API of 800 or more must maintain its API of at least 800. In addition, a school must meet or exceed growth targets for each numerically significant subgroup at the school. LEAs and schools in the Alternative Schools Accountability Model (ASAM) receive APIs but do not receive API targets.

Starting with the 2006 Base API Report, each numerically significant subgroup had to show API growth of at least 5 percent of the difference between its 2006 Base API and 800. In addition, a minimum target of five points schoolwide and subgroup growth also began with the 2006 Base API Report. Schools and subgroups with API scores at or above 800 must maintain an API score of at least 800.

Subgroups

A “numerically significant” subgroup is defined as at least 100 students with valid test scores *or* 50 or more students who represent at least 15 percent of the students with valid test scores. “Subgroups” include the following categories:

- African American (not of Hispanic origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically disadvantaged
- English learners
- Students with disabilities

API Ranks

For the Base API Report, schools receive a Base API score, statewide ranking, similar schools ranking, and growth targets. For the rankings, a school's API score is ranked as one of ten categories (deciles). A ranking in the first decile is the lowest rank, and a ranking in the tenth decile is the highest rank. The statewide ranking compares a school's API with those of all other schools statewide of the same type (i.e., elementary, middle, or high schools). The similar schools ranking compares a school's API with those of 100 other schools (i.e., elementary, middle, or high schools) with similar demographic characteristics. LEAs, schools in the Alternative Schools Accountability Model (ASAM), and subgroups are not ranked.

How the API Is Used

The API is used in meeting state requirements under the PSAA and federal AYP requirements under NCLB. Under state requirements, if a school meets participation

and API growth criteria, it may be eligible to become a California Distinguished School or National Blue Ribbon School. If a school does not meet its growth targets and is ranked in the lower part of the statewide distribution, it may be identified for participation in state intervention programs that are designed to help the school improve its academic performance. Under federal NCLB requirements, the API is one of the indicators for AYP.

API Use Differs in State and Federal Criteria

The API is used as a measurement tool to meet both state and federal accountability requirements, but the criteria differ.

Under state requirements, a school must increase its API score by 5 percent of the difference between the school API and 800 *or* maintain a score of 800 or above. Additionally, each numerically significant subgroup must increase its API score by 5 percent of the difference between the subgroup API and 800 *or* maintain a score of 800 or above.

Under federal requirements, a school or LEA in 2008 must have a minimum API of 620 *or* have at least one point growth in the schoolwide API in addition to the other federal AYP schoolwide and subgroup targets (participation rate, percent proficient, and graduation rate).

State School Accountability Reporting

Since November 1988, state law resulting from the passage of Proposition 98 has required all public schools receiving state funding to prepare and distribute a School Accountability Report Card (SARC). A similar requirement is also contained in the federal NCLB. The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Although there is great variation in the design of school report cards, they generally begin with a profile that provides background information about the school and its students. The profile usually summarizes the school's mission, goals, and accomplishments. State law requires that the SARC contain all of the following:

- Demographic data
- School safety
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

In addition, NCLB requires that SARC's contain specific requirements. (See Federal School Accountability Reporting in this section of the *Fact Book*.)

For more information regarding the API, contact the Academic Accountability Unit, at 916-319-0863 or by e-mail at aau@cde.ca.gov. Additional information is available on the API Web page at <http://www.cde.ca.gov/ta/ac/ap>. For more information regarding the state SARC's, contact the Evaluation, Research and Analysis Unit, at 916-319-0869 or by e-mail at evaluation@cde.ca.gov. Additional information is available at <http://www.cde.ca.gov/ta/ac/sa>.

Alternative Schools Accountability Model

The Alternative Schools Accountability Model (ASAM) was developed following the passage of the 1999 Public Schools Accountability Act (PSAA), Senate Bill 1x (*Education Code* Section 52052 [h]), which required that by July 1, 2000, the State Superintendent of Public Instruction, with the approval of the State Board of Education (SBE), "shall develop an alternative accountability system for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools . . . , and alternative schools serving high-risk pupils, including continuation high schools and opportunity schools."

In July 2000 the SBE approved the framework for the alternative accountability system developed by the Superintendent's Advisory Committee for the PSAA. Based on that framework, the resulting ASAM includes SBE-approved performance measures that assess a school's ability to serve high-risk students. These indicators measure change in student learning readiness, engagement, and educational goal attainment. Also available are performance indicators that measure academic achievement in writing, reading, and mathematics. Schools may choose the indicators that are most appropriate to their goals and student populations.

Participation in the ASAM is voluntary. ASAM schools include community day schools, continuation schools, county community schools, county court schools, Division of Juvenile Justice (formerly California Youth Authority) schools, opportunity schools, and alternative schools of choice and charter schools that meet SBE criteria.

Currently, ASAM schools and their school districts select three indicators that are then approved by the district superintendent and the governing board. Schools retain the approved indicators for at least three years. Indicator data are reported annually using the ASAM Web-based online reporting system. ASAM school reports are publicly reported on the CDE's DataQuest Web site each year.

For the 2006-07 school year, the ASAM provided school-level supplemental accountability for more than 1,030 alternative schools serving high-risk students. The majority of these schools did not receive No Child Left Behind (NCLB) Adequate Yearly

Progress (AYP) determinations or valid Academic Performance Index (API) scores, primarily because of high rates of student mobility.

For more information regarding the ASAM, contact Brian Uslan, Program Consultant, Educational Options Office, at (916) 323-2562 or by e-mail at buslan@cde.ca.gov, or Erle Hall, Program Analyst, Educational Options Office, at (916) 319-0466 or by e-mail at ehall@cde.ca.gov. Additional information is also available on the ASAM Web site at <http://www.cde.ca.gov/ta/ac/am>.

State Assistance Programs

Immediate Intervention/Underperforming Schools Program

The Public Schools Accountability Act of 1999 established the Immediate Intervention/Underperforming Schools Program (II/USP) to improve the academic achievement in California's low-performing schools. The statute (California *Education Code* Section 52053 et seq.) called for the annual selection of 430 schools in the lower half of all schools on the Academic Performance Index (API) that failed to meet API growth targets in the preceding year. Participating schools received \$50,000 planning grants during their first year to develop a school action plan aimed at removing barriers that affected student achievement. Upon approval of their plans by the State Board of Education, each school received a grant of \$200 per pupil for two consecutive years to implement the activities prescribed in the plans.

Schools that met their API growth targets during their implementation years exited II/USP. Schools that failed to make any progress during the two years were subject to state sanctions in their third year. II/USP schools that made some progress short of achieving all their targets received a third year of funding. At the end of the third year, those schools (1) exited the program if all targets were reached; (2) continued under annual monitoring if some progress short of the target was achieved; or (3) became subject to state sanctions if no progress was made. No additional funds were provided to schools after the third year of participation in II/USP.

Three cohorts of 430 schools each were funded, beginning with II/USP Cohort 1 in 1999. A number of these schools also participated in the Comprehensive School Reform (CSR) program and/or the High Priority Schools Grant Program (HPSGP). Participation in CSR did not result in an increase of funds or a change in the accountability process. Participation in HPSGP resulted in an increase of funding by \$200 per enrolled student.

In 2004-05, funding ceased for II/USP implementation for Cohorts 1 and 2 and for 333 Cohort 3 schools that did not simultaneously participate in HPSGP. No funds were provided for a fourth cohort.

For more information on the II/USP, contact Martin Miller, Program Assistant, High Priority Schools Office, at 916-324-3455 or by e-mail at mamiller@cde.ca.gov.

Additional information is available on the II/USP Web page at <http://www.cde.ca.gov/ta/lp/iu>.

Comprehensive School Reform

The federal Comprehensive School Reform Demonstration (CSRD) program was initiated in 1998 to improve the academic performance of low-performing schools by providing grants to implement research-based, school-site reform activities. In addition to school grants of \$200 per pupil, districts with participating schools also received an additional 10 percent of the total grant to support administrative, evaluation, and support activities. Because the goals of the CSRD program and Immediate Intervention/Underperforming Schools Program (II/USP) were quite similar, CSRD (renamed Comprehensive School Reform [CSR] in 2002) was incorporated into California's Public Schools Accountability Act of 1999. As a result, II/USP Cohort 1 included 80 CSRD schools.

CSR schools were funded for up to three years, based on an application that met federal requirements. When more applications were submitted than funds could support, the highest scoring applications were selected. CSR schools were subject to the same accountability provisions as were other II/USP schools except that, since CSR provided three years of implementation funding, no additional funds were provided to CSR schools that made some progress.

CSR Cohorts 1 and 2 were selected from II/USP participants and were subject to the accountability provisions of that program. The results for those schools were included in the descriptions for II/USP schools not participating in HPSGP. Accountability decisions for CSR Cohort 3 schools were determined following their third implementation year and the release of the 2005 API.

In 2004, a fourth CSR cohort consisting of 84 schools was selected from among 123 applicant schools; a fifth CSR cohort of 56 schools was selected in January 2005 from among 73 applicants.

Federal funding for the CSR program ceased in 2006. In 2006, schools in Cohorts 4 and 5 that were in deciles 1 and 2 were given an opportunity to convert to and receive funding from the High Priority Schools Grant Program (HPSGP); 92 CSR schools were eligible to convert; 71 chose to do so.

For more information on CSR, contact Lisa R. McClung, Program Consultant, High Priority Schools Office, at 916-324-2897 or by e-mail at lmccclung@cde.ca.gov. Additional information is available on the CSR Web page at <http://www.cde.ca.gov/ta/lp/cs>.

High Priority Schools Grant Program

The High Priority Schools Grant Program (HPSGP) succeeded the Immediate Intervention/Underperforming Schools Program (II/USP) and the Comprehensive School Reform (CSR) Program as California's primary effort to assist low-performing

schools in improving student academic performance. Schools are invited for participation in this program based on their recent API performance, with the lowest-performing schools receiving the highest priority for invitation. In 2006, the state instituted a second cohort of the HPSGP to assist a new group of low-performing schools. All schools in decile ranks 1 and 2 on the 2005 Base API that have not previously participated in II/USP or CSR, and were not in the first cohort of the HPSGP, were invited to participate in HPSGP Cohort 2.

Key features of the HPSGP include assessing current student and site needs using state-developed assessment instruments, developing a school action plan based on the state's nine Essential Program Components supporting student achievement, and creating an environment conducive to teaching and learning. Program requirements include the use of an external entity with successful expertise specific to the challenges inherent in low-performing schools to work with the school site council, parents, and the collective bargaining representative to develop the school action plan. Schools are encouraged to incorporate HPSGP school action plan requirements into their Single Plan for Student Achievement to ensure that a cohesive schoolwide plan is in place to guide the improvement process.

An additional feature of the program is that participating school districts report annually on their schools' progress in meeting improvement goals described in their school action plans. These reports and additional data collected by the California Department of Education (CDE) are used to identify key elements that influence school and student achievement. The CDE has developed an online data collection system to streamline the reporting process for participants.

HPSGP schools are eligible for funding for three years and have 24 months to initially meet their API growth targets. Schools that fail to meet growth targets after 24 months are subject to a review by the State Superintendent of Public Instruction (SSPI). HPSGP schools that fail to make significant progress after 36 months will be subject to interventions by the State Board of Education and the SSPI. Schools that make significant progress after 36 months but do not meet their state API growth targets will continue in the program and are eligible for a fourth year of HPSGP funding. These schools remain in the HPSGP until they meet API growth targets or until they fail to make significant progress and become subject to state interventions. Schools that meet state API growth targets are able to exit the program and are also eligible for a fourth year of funding.

For more information regarding the HPSGP, contact Jim Alford, Program Consultant, High Priority Schools Office, at 916-319-0226 or by e-mail at jalford@cde.ca.gov. Additional information is available on the HPSGP, II/USP, and CSR Resources Web page at <http://www.cde.ca.gov/ta/lp/hp/resources.asp>.

Federal Requirements: No Child Left Behind Act of 2001

Federal accountability results focus on how well schools and LEAs are meeting common standards of academic performance.

Adequate Yearly Progress

The federal No Child Left Behind (NCLB) Act of 2001 establishes criteria for meeting Adequate Yearly Progress (AYP). NCLB requires that all schools or LEAs of the same type meet the same academic targets. AYP targets increase annually until 2014, when all schools and LEAs must have 100 percent of their students performing at the proficient level or above on state tests. By law, all California schools and LEAs receive annual AYP results. Currently, only Title I-funded schools and LEAs face Program Improvement (PI) consequences for not meeting AYP requirements under NCLB. (See the NCLB section of this *Fact Book*.)

Test Results Used in AYP

The statewide test results used in AYP calculations differ from the results used in API calculations. AYP calculations are based only on results of statewide tests at grades two through eight and grade ten. The 2008 AYP reports will reflect a school's performance on the following tests that are a part of California's 2007-08 statewide testing administration:

- Standardized Testing and Reporting (STAR) Program
 - California Standards Test (CST) in English-language arts (grades two through eight, including a writing assessment at grades four and seven)
 - CST in mathematics (grades two through eight)
 - California Alternate Performance Assessment (CAPA) in English-language arts (ELA) and mathematics (grades two through eight and grade ten)
 - California Modified Assessment (CMA) in English-language arts (ELA) and mathematics (grades three through five subject to approval)
- California High School Exit Examination (CAHSEE) in ELA and mathematics (grade ten)

Federal AYP Performance Targets

Each year, schools and LEAs must meet four sets of requirements to make AYP. The requirements reflect minimum statewide performance levels and are the same for all schools and LEAs of the same type (see the following table). The requirements include (1) student participation rate on statewide tests, (2) percentage of students scoring at the proficient level or above in English-language arts and mathematics on statewide tests, (3) API growth; and (4) graduation rate (if high school students are enrolled). Numerically significant subgroups at a school or LEA also must meet participation rate and percent proficient requirements.

Statewide AYP Requirements for School Year 2007-08

Type of School or LEA	Participation Rate	Percent Proficient in English-Language Arts	Percent Proficient in Mathematics	API Growth	Graduation Rate (if high school students enrolled)
Elementary Schools, Middle Schools, and Elementary School Districts	95%	35.2%	37.0%	620 OR 1 point growth	N/A
High Schools and High School Districts (with grades 9–12)	95%	33.4%	32.2%		83.0% OR +0.1% one-year change OR +0.2% two-year change
Unified School Districts, High School Districts, and County Offices of Education (with grades 2–8 and 9–12)	95%	34.0%	34.6%		

Subgroups

The 95 percent participation rate and the percent proficient requirements must be met at the school and LEA levels and by each numerically significant subgroup at the school or LEA in each content area (ELA and mathematics). A “numerically significant” subgroup is defined as follows:

- **Participation Rate**
On hundred or more students enrolled on the first day of testing *or* 50 or more students enrolled on the first day of testing who represent at least 15 percent of the total population
- **Percent Proficient**
One hundred or more students with valid test scores *or* 50 or more students with valid test scores who represent at least 15 percent of the total valid test scores

A subgroup may be considered numerically significant for calculation of the participation rate but not considered numerically significant for calculation of percent proficient. The reverse of this may also occur. What is considered numerically significant is determined separately for each purpose. The determination of a numerically significant subgroup for participation rate is based on the number of students enrolled in a subgroup and the number of students enrolled in the school on the first day of testing. However, the determination of numerically significant for percent proficient calculations is based on the number of nonmobile students tested (i.e., valid scores) in a subgroup and the number of nonmobile students tested (i.e., valid scores) in a school. “Subgroups” include the following categories:

- African American or black (not of Hispanic origin)

- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically disadvantaged
- English learners
- Students with disabilities

Reporting occurs for subgroups with at least 11 valid scores, but schools and LEAs will be held accountable only for numerically significant subgroups. For schools or LEAs with fewer than 100 valid scores, no numerically significant subgroups will need to meet percent proficient requirements.

Program Improvement

Federal accountability results also include information about whether a school or LEA receiving federal Title I, Part A, basic funds has been identified for Program Improvement (PI) because it has not met AYP targets for two consecutive years within specific areas. Schools and LEAs in PI must implement additional federal requirements. A school or LEA is eligible to exit PI if it makes AYP for two consecutive years. For more information about PI identification and requirements, please refer to the NCLB section of this *Fact Book*.

Federal Requirements for English Learners

NCLB also requires LEAs that receive funds under Title III to meet targets for English learners. Those targets include making annual progress in learning English and attaining English language proficiency on the California English Language Development Test (test used in California to measure English proficiency). The Title III accountability report, released each September, provides results of how well LEAs met the Title III accountability targets.

Federal School Accountability Reporting

NCLB requires local LEAs to prepare annual accountability reports containing a variety of information at the district and school levels. This information is incorporated into the annual state School Accountability Report Cards that are required under Proposition 98 of 1988. The specific reporting elements required by NCLB include the following:

1. Student achievement data at each proficiency level on state academic assessments, disaggregated by various subgroups
2. The percentage of students not tested on state academic assessments, disaggregated by various subgroups
3. Student achievement data by subject area and grade level on state academic assessments, disaggregated by various subgroups

4. Graduation rates (for high schools) according to a formula approved by the U.S. Department of Education
5. The status of AYP as defined by NCLB and a comparison of each school's AYP indicators to the district and the state as a whole
6. The status of Title I PI for both the school and the district, if applicable
7. The professional qualifications of teachers at the school and district level, including the percentage of teachers with emergency or provisional credentials
8. The extent to which "highly qualified" teachers are teaching classes in core content areas, at the school level and in high-poverty and low-poverty schools that are contained within the district

For more information regarding federal AYP and PI requirements and about federal school accountability reporting, contact the Evaluation, Research, and Analysis Unit, at 916-319-0869 or by e-mail at evaluation@cde.ca.gov. Additional information is available on the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay>. For more information regarding federal AYP calculations, contact the Academic Accountability Unit (AAU) at 916-319-0863 or by e-mail at aau@cde.ca.gov. For more information regarding federal Title III accountability requirements, contact the Language Policy and Leadership Office, at 916-319-0845 or by e-mail at amao@cde.ca.gov. Additional information is available on the Title III Web page at <http://www.cde.ca.gov/sp/el/t3>.

No Child Left Behind Act

Background

On January 8, 2002, the No Child Left Behind (NCLB) Act of 2001 was passed by Congress. This federal law contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. NCLB also has made the federal role in education more prominent than ever. It changed the federal government's role in kindergarten through grade twelve education by requiring schools to demonstrate their success in terms of the academic achievement of every student. With Title I as the cornerstone and students of greatest needs as the focus, NCLB emphasizes stronger accountability for results, expanded options for parents, and an emphasis on improving teacher quality. NCLB includes the following requirements:

- With academic content standards in place, states must test every student's progress toward those standards by using assessments that are aligned with the standards. The law expands the current requirement that all schools administer tests in each of three grade spans: grades three through five, grades six through nine, and grades ten through twelve. Beginning in the 2005-06 school year, tests must be administered every year in grades three through eight and once in grades ten through twelve in mathematics and reading. Beginning in the 2007-08 school year, science achievement must also be tested.
- Each state, school, and local educational agency (LEA) is expected to make adequate yearly progress (AYP) toward meeting state standards. (An LEA is a school district or a county office of education.) Test results are sorted to measure the progress of all students, including students who are economically disadvantaged, are from racial or ethnic subgroups, have disabilities, or have limited English proficiency (see the Adequate Yearly Progress section for more information).
- State, school, and LEA performance is publicly reported in report cards (see the Accountability Report Cards section for further information).
- If a Title I school or LEA fails to make AYP for two or more consecutive years in specific areas, it is identified for Program Improvement (see the Program Improvement section for further information).

Adequate Yearly Progress

All schools (including charter, alternative, and small schools), districts, and numerically significant subgroups are required to make AYP each year. California's new definition of AYP has four components. In order for any school or district to make AYP, the school or district must have:

1. At least a 95 percent student participation rate in the statewide assessments overall and for each numerically significant subgroup.

2. A targeted proportion of its students performing at or above the proficient level on the statewide assessments (English-language arts and mathematics) overall and for each numerically significant subgroup. The target proportion performing at or above the proficient level increases each year until it reaches 100 percent in 2013-14.
3. A minimum Academic Performance Index (API) growth score or at least one point of growth over the prior year.
4. A minimum graduation rate or an increase of one-tenth of 1 percent over one year or an increase of two-tenths of 1 percent over two years (for high schools and for districts with high school students).

For more information regarding AYP, see the Accountability section of this *Fact Book*.

Program Improvement

A Title I school that does not make AYP for two consecutive years in specific areas is identified for Program Improvement (PI). Each newly identified PI school must offer parents a school choice (i.e., parents of students in PI schools have the option of sending their students to schools in the district that are not in PI) and meet other specific NCLB requirements.

NCLB also specifies that LEAs receiving Title I funds be identified for PI if the LEA does not make AYP for two consecutive years in specific areas.

For more information regarding PI, see the *2007 Adequate Yearly Progress Report Information Guide* available on the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay>.

For more information about schools in Years 1 and 2 of PI, contact the Title I Policy and Partnerships Office, at 916-319-0864 or by e-mail at pi@cde.ca.gov. Questions concerning schools in Year 3, 4, or 5 of PI should be directed to the District and School Program Coordination Unit, at 916-319-0596 or by e-mail at dspc@cde.ca.gov. LEAs in PI should contact the Intervention Assistance Office, at 916-319-0787. Additional information is also available on the PI Web page at <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>.

Accountability Report Cards

NCLB requires each state to produce an annual report card that summarizes assessment results of students statewide and disaggregated by student subgroup. The report must also include information on high school graduation rates, teacher qualifications, other indicators used in each state's definition AYP, and the AYP status of all schools and districts in the state. California's report card is available on the State Accountability Report Card (SARC) Web page at <http://www.cde.ca.gov/ta/ac/sc/index.asp>.

NCLB also requires LEAs to prepare annual accountability reports containing information at the district and school levels, similar to what is required in the state report

card. For more information about LEA accountability reporting under NCLB, please refer to the Accountability Reporting section of this *Fact Book*.

For more information regarding accountability report cards, contact the Evaluation, Research and Analysis Unit, at 916-319-0875 or by e-mail at evaluation@cde.ca.gov. Additional information is also available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sc/index.asp>.

For More Information Regarding NCLB

For more information regarding California's NCLB activities, visit the NCLB Web page at <http://www.cde.ca.gov/nclb>. The U.S. Department of Education also has an NCLB Web site at <http://www.nclb.gov> (Outside Source).

For more information regarding NCLB requirements for AYP, contact the Evaluation, Research, and Analysis Unit, at 916-319-0875 or by e-mail at evaluation@cde.ca.gov.

For more information regarding AYP reports, contact the Academic Accountability Unit (AAU), at 916-319-0863 or by e-mail at aau@cde.ca.gov.

Title I

As the largest federal program supporting elementary and secondary education, Title I, Part A, of the No Child Left Behind (NCLB) Act of 2001 is intended to help ensure that all children have the opportunity to obtain a high-quality education and to reach proficiency on challenging state academic standards and assessments. Title I, Part A, provides supplemental funding that may be used to provide additional instructional staff, professional development, parental involvement, extended-time programs, and other support for raising student achievement in high-poverty schools.

For information about Title I, Part A, please contact the Title I Policy and Accountability Office and the Title I Programs and Partnerships Office, at 916-319-0854. Additional information is available on the Title I, Part A, Web page at <http://www.cde.ca.gov/sp/sw/t1/titleparta.asp>. For more information regarding the NCLB Act, please contact the NCLB Office, at 916-319-0884. Additional information is also available on the NCLB Web page at <http://www.cde.ca.gov/nclb>.

Education of Migratory Children (Title I, Part C)

The Migrant, Indian, and International Education Office plans, implements, and evaluates programs and projects that support the education of migrant students and their families. The purpose is to ensure that migratory students have the opportunity to meet the same challenging state content and performance standards that all children are expected to meet. The program is supported by federal and state laws. Programs include the following:

- Bilingual education: Implements an international program between Mexico and the United States

- Mini-Corps: Provides tutoring to migratory students
- Portable Assisted Study Sequence (PASS): Provides academic course work for high school students to make up credit deficiencies
- Migrant State Parent Advisory Council: Provides support for migrant education

For more information regarding the education of migratory children, contact the Migrant, Indian, and International Education Office, at 916-319-0851. Additional information is available on the Migrant Education Web page at <http://www.cde.ca.gov/sp/me/mt>.

Prevention and Intervention Programs for Children and Youths Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)

These programs provide educational and transitional services to neglected, delinquent, and at-risk children and youths who reside in 24 facilities and institutions. The delinquent population is connected to the juvenile justice system and resides in juvenile and adult correctional institutions. The neglected population is made up of children and youths who have been placed in group homes and shelters due to abandonment, neglect, or death of their parents or guardians. Funds are provided to state and local educational agencies to ensure that neglected and delinquent children and youths meet the same state standards that are required of all students in the state. Additionally, transitional programs provide them with the knowledge and skills to become economically self-sufficient and lead productive lives.

Education for Homeless Students

The federal McKinney-Vento Homeless Assistance Act (Subtitle B – Education for Homeless Children and Youth), reauthorized in January 2002, protects the educational rights of children and youths experiencing homelessness. The Act applies to all local educational agencies (LEA) and includes a supplemental, competitive grant program of additional funding for LEAs.

The intent of the law is to make certain that homeless students have equal access to the same free, appropriate public education, including a public preschool education, as is provided to other students. Homeless students have the right to enroll in and attend school, participate fully in the school program, and have the opportunity to meet the same challenging academic achievement standards to which all students are held. The law requires every LEA to designate an appropriate staff member as a liaison for students in homeless situations. These liaisons are required to ensure that the rights of homeless children and youths are protected.

School Recognition Programs

California School Recognition Program

The California School Recognition Program (CSRP), also known as the Distinguished Schools Program, highlights and reinforces the educational priorities of the State Superintendent of Public Instruction and the State Board of Education. The recognition

program rewards schools that are in the upper half of the statewide distribution of Academic Performance Index (API) scores, have met API growth targets and federal Adequate Yearly Progress requirements, and are implementing the priorities of the state and federal accountability programs. The program also identifies exemplary and inspirational public schools to serve as models of achievement for other schools. The recognition program enhances the image of public education by focusing on successful schools selected on the basis of quality indicators. The indicators, or criteria, reflect a consensus of the education community on the elements of an exemplary school. Elementary and secondary schools are recognized in alternate years. The 2007-08 program focuses on elementary schools. The CSRP is also coordinated with the National Blue Ribbon Schools Program.

For more information on the California School Recognition Program, contact Patricia Skelton, Administrator, Awards Unit, Policy and Evaluation Division, at 916-319-0866 or by e-mail at pskelton@cde.ca.gov. Additional information is available on the CSRP Web page at <http://www.cde.ca.gov/ta/sr/cs>.

National Blue Ribbon Schools Program

Up to 35 schools are nominated annually for the U.S. Department of Education's No Child Left Behind-Blue Ribbon Schools Program. To be eligible, schools must demonstrate dramatic growth or high achievement. At least one-third of the schools must have a student body composed of 40 percent or more disadvantaged students.

Recruitment priority is given to the current year's California Distinguished Schools. Nominees must have met current and previous years' Adequate Yearly Progress (AYP) as well as schoolwide and subgroup Academic Performance Index (API) growth targets. Student growth in English-language arts and mathematics must be evident in schools in one of two categories:

- For schools with at least 40 percent disadvantaged students, the percentage scoring at or above the proficient level places the school at or above the 60th percentile when compared with other schools in the state.
- For all other schools, the percentage scoring at or above the proficient level places the school at or above the 90th percentile when compared with other schools in the state.

Nominated schools are required to submit an application to the U.S. Department of Education.

Prior to being named a No Child Left Behind-Blue Ribbon School, schools must meet the new year's AYP and API targets. Award-winning schools are honored at a ceremony in Washington, D.C.

For more information on the NCLB-Blue Ribbon Schools Program, contact Kimberly Edwards, Blue Ribbon Liaison, Awards Unit, Policy and Evaluation Division, at

916-319-0866 or by e-mail at kedwards@cde.ca.gov. Additional information is available on the Blue Ribbon Schools Web page at <http://www.cde.ca.gov/ta/sr/br>.

Academic Achievement Awards Program

The Title I Academic Achievement Awards (AAA) Program recognizes schools that are demonstrating success in ensuring that **all** students are making significant progress toward proficiency on California's academic content standards. These standards define the knowledge, concepts, and skills students are expected to acquire at each grade level. In addition, the awardees provide support and serve as models for other schools, especially other Title I schools that have been identified for Program Improvement.

The criteria to qualify for the award have become more rigorous each year. Title I schools must demonstrate the achievement level of twice the schoolwide Academic Performance Index (API) growth target and twice the API growth target for the socioeconomically disadvantaged subgroup for two consecutive years. Schools also must have made adequately yearly progress for two years in a row, and at least 40 percent of the enrolled students in each school must meet the poverty index.

The AAA schools receive recognition at an awards ceremony planned in conjunction with California's annual Title I conference in April of each year. The conference is a premiere staff development opportunity for administrative and instructional educators serving Title I students.

For more information on the AAA Program, please contact the AAA Team, at 916-319-0630 or by e-mail at aaa@cde.ca.gov. Additional information is available on the AAA Web page at <http://www.cde.ca.gov/ta/sr/aa/index.asp>.

National Title I Distinguished School Awards

Each year, the National Association of State Title I Directors present up to two National Title I Distinguished School Awards per state. The awards go to the state Title I AAA school that has the greatest percentage of students at or above the proficient level for AYP in English-language arts and mathematics and to the Title I AAA school that made the most progress in closing the achievement gap among numerically significant subgroups.

Individual Award/Recognition Programs

California Teachers of the Year

The overall purpose of the California Teachers of the Year Program is to pay tribute to the tireless efforts of our state's outstanding teachers. In doing so, the program brings deserved recognition to the 300,000 California members of the teaching profession. Candidates for the honor are submitted by county offices of education, which conduct regional competitions.

The program's goals are to:

- Identify and honor exemplary and highly qualified teachers throughout California within a structure of local, regional, and statewide recognition activities.
- Select five teachers to serve as California Teachers of the Year for 2008 who will effectively represent the state's teachers, motivate and inspire other educators, and champion the positive contributions of the teaching profession.
- Focus public attention on the positive accomplishments of California teachers and students.
- Identify one teacher for competition in the National Teacher of the Year Program.

For information on the California Teachers of the Year Program, contact Kimberly Edwards, Coordinator, Awards Unit, at 916-319-0866 or by e-mail at kedwards@cde.ca.gov. Additional information is available on the California Teachers of the Year Web page at <http://www.cde.ca.gov/ta/sr/ct>.

Milken Family Foundation National Educator Awards

The Milken Family Foundation honors “up-and-coming” educators who demonstrate unusual instructional leadership in spite of being relatively new to the profession. Each year, two to four teachers are selected for this award by the Milken Family Foundation. State departments of education assist in various aspects of the program in accordance with foundation guidelines.

For information regarding the Milken National Educator Network, contact Kimberly Edwards, Liaison to the Milken Family Foundation, Awards Unit, Policy and Evaluation Division, at 916-319-0866 or by e-mail at kedwards@cde.ca.gov. Additional information is available on the Milken Family Foundation National Educator Awards Web page at <http://www.cde.ca.gov/ta/sr/ma> (Outside Source).

Presidential Awards for Excellence in Mathematics and Science Teaching

The Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) is the highest award that a science or mathematics teacher can receive.

Coordinated by the National Science Foundation, the PAEMST program honors outstanding science and mathematics teachers from every state. Each year, California can recommend two mathematics teachers and two science teachers for PAEMST consideration. Since the program's beginning 25 years ago, 74 California teachers have been named Presidential Award recipients. Recipients are honored at the White House and receive a \$10,000 award, plus various prizes from sponsors.

The process begins through peer or principal nomination using the online nomination form available on the PAEMST Web page at <http://www.cde.ca.gov/ta/sr/pa>. Nomination forms are due February 1, 2008. After the nomination has been received, each nominee will be contacted and invited to submit an application packet. The completed packet must include a written response and a 45-minute unedited video of a classroom lesson

taught by the teacher. Completed applications will be due May 1, 2008. Applications will be reviewed during May-June, and the California state finalists will be announced in early July.

Only full-time elementary teachers (kindergarten through sixth grade), employed in a California public school or an accredited private school, may apply for the 2008 award cycle. In the 2009 cycle, secondary teachers will be honored.

Candidates are evaluated on five performance dimensions:

- Level of content knowledge as shown by personal mastery of mathematics or science content
- Demonstration of effective research-based classroom pedagogy using instructional methods and strategies appropriate for student learning styles, resulting in increased achievement
- Skills in monitoring, evaluating, and assessing ongoing student performance and for gathering and analyzing data to improve student achievement
- Eagerness in reflection on their professional practice to improve instructional delivery and student outcomes
- Continuing commitment to ongoing professional growth to strengthen the candidate's own knowledge and to support the learning of others through mentorship or peer-coaching.

California's Presidential Award recipients become model classroom professionals helping to improve science and mathematics education for all of our state's students.

For more information regarding the PAEMST, please contact the PAEMST Team at 916-319-0600, or by e-mail at paemst@cde.ca.gov. Additional information is available on the PAEMST Web page at <http://www.cde.ca.gov/ta/sr/pa>.

National Board for Professional Teaching Standards Certification Incentive Award

A \$20,000 incentive award is available to teachers who have earned National Board certification and agree to teach in high-priority schools for four consecutive years.

For more information regarding the award, please contact Juliet Barbero, Analyst, Professional Development and Curriculum Support Division, at 916-323-5795 or by e-mail at jbarbero@cde.ca.gov. Additional information is available on the National Certification for Teachers Web page at <http://www.cde.ca.gov/pd/ps/te/nbpts.asp>.

Classified School Employee of the Year

In 2008, the California Department of Education (CDE) will initiate the Classified School Employee of the Year (CSEY) Program. This program will honor California's exemplary classified school employees by selecting six individuals to be the 2008 Classified School Employees of the Year, each representing one of six distinct employment categories (child nutrition, maintenance and operations, transportation, para-educator,

office and technical services, and support services and security). The six CSEY award winners will be honored during Classified School Employee Week (May 19-23, 2008) and presented with an award by the State Superintendent of Public Instruction.

The award program is sponsored by the CDE in partnership with the Association of California School Administrators (ACSA), the California Association of School Business Officials (CASBO), the California County Superintendents Educational Services Association (CCSESA), the California Federation of Teachers (CFT), the California School Boards Association (CSBA), the California School Employees Association (CSEA), the California Teachers Association (CTA), and the Service Employees International Union (SEIU).

For more information regarding the program, contact Bruce Gordon, Consultant, Awards Unit, Policy and Evaluation Division, at 916-319-0785 or by e-mail at bgordon@cde.ca.gov. Additional information is available on the Classified School Employee of the Year Web page at <http://www.cde.ca.gov/ta/sr/cl>.

Testing

Standardized Testing and Reporting Program

In 1997, Senate Bill 376 established the Standardized Testing and Reporting (STAR) Program. Beginning with the 1997-98 school year, the STAR Program required that all California public school students in grades two through eleven take a nationally norm-referenced test each spring to measure achievement in basic academic skills. The test designated by the State Board of Education (SBE) for the first five years of the program was the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9).

In 1999, the legislature required that the State Superintendent of Public Instruction, with approval of the SBE, provide for the development of an assessment for grades two through eleven that would measure the degree to which students were achieving California's content standards and required the inclusion of a direct writing assessment to be administered once in elementary school and once in middle school.

In 2001, Senate Bill 233 reauthorized the STAR Program for three additional years (2003–2005). Following this reauthorization, the SBE designated the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) as the nationally norm-referenced tests to replace the Stanford 9. In 2004, Senate Bill 1448 extended the program through 2010. This reauthorization required that the California Standards Tests (CSTs) in grades three through eleven be administered through January 1, 2011; that the CST in grade two be administered through January 1, 2008; and that the STAR Program's norm-referenced test be administered only in grades three and seven through January 1, 2011. In 2007, Senate Bill 80 reauthorized grade two testing for STAR through June 30, 2011.

In 2005, Senate Bill 755 changed the requirements for students taking a designated primary language test. In addition to taking the designated STAR tests in English, Spanish-speaking English learners who either receive instruction in their primary language or have been enrolled in a school in the United States for less than 12 months are required to take a primary language test designated by the SBE. At the option of the school districts, other Spanish-speaking English learners may also be tested.

The STAR Program for 2007-08 has six components: the California Standards Tests (CSTs), criterion-referenced tests assessing the California content standards in mathematics, English-language arts, science, and history-social science; the CAT/6 Survey, a nationally norm-referenced test; the California Alternate Performance Assessment (CAPA), an alternate assessment to the CSTs for students with significant cognitive disabilities who have an individualized education program (IEP); Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3), a nationally, norm-referenced, designated primary language test in Spanish for students in grades eight through eleven; the Standards-based Tests in Spanish (STS), criterion-referenced tests assessing the California content standards in mathematics and English-language arts;

and the California Modified Assessment (CMA), a second alternate assessment to the CSTs for students with an IEP who have difficulty accessing the CSTs.

All students, including English learners and students in special education programs, must take the CSTs. The CSTs in English–language arts and mathematics for grades two through eleven became part of the STAR Program in 1999. Standards tests in history–social science and science for grades nine through eleven were added in 2001. Writing tests for grades four and seven, requiring students to write an essay in response to an assigned task, were also added in 2001. In 2003, the grade nine history-social science CST was replaced with a grade eight history–social science CST. A grade five science CST was added to the program in 2004. A grade eight science CST and a life science CST administered to all grade ten students were added to the program in 2006.

The SBE approved five performance levels for reporting results of the CSTs: advanced, proficient, basic, below basic, and far below basic. Performance levels describe student achievement on the California content standards. Individual student and group results for all CSTs are reported using scaled scores and performance levels.

All students in grades three and seven, including English learners and students in special education programs, must also take the CAT/6 Survey in English. Students in these grades are tested in reading, language, spelling, and mathematics. The CAT/6 Survey provides comparisons of the performance of California students to the performance of students throughout the United States.

The California Alternate Performance Assessment (CAPA) was added to the STAR Program during spring 2003. CAPA is an individually administered assessment for students with significant cognitive disabilities. It is an alternate performance assessment to the CSTs in mathematics, English-language arts, and science.

In 2005, the SBE designated the Aprenda 3 for use with students whose primary language is Spanish. It replaced the Spanish Assessment of Basic Education, Second Edition (SABE/2). The Aprenda 3 is a norm-referenced achievement test in Spanish that is used to measure English learners' achievement of basic academic skills in reading, language, spelling, and mathematics. In 2008, the Aprenda 3 will be administered to Spanish-speaking English learners in grades eight through eleven.

The Standards-based Tests in Spanish (STS) are criterion-referenced, multiple-choice tests aligned to the California content standards for reading/language arts and mathematics. The STS was administered in grades two through four in spring of 2007. Grades five, six and seven will be tested in 2008. As each grade-level STS is administered, it will replace the Aprenda 3.

The California Modified Assessment (CMA) is being developed in response to new federal regulations for assessing students with disabilities. The CMA is an alternate assessment to the CSTS that fits within the continuum between CAPA and the CSTs. The purpose of the CMA is to provide greater access to an assessment of the state-

adopted content standards for students with disabilities. Tests for grades three through five will be administered in spring of 2008.

School, district, county, and state-level reports, disaggregated by students' English-language fluency, gender, economic status, and disability status must be distributed to district and county officials by the California Department of Education (CDE) and posted on the CDE Web site by August 15 of each year. Individual, written reports of student performance for the STAR Program must be provided to parents within 20 working days after districts have received the reports.

To assist parents, guardians, and school districts with understanding the STAR Program and interpreting students' results, informational packages are available at <http://www.cde.ca.gov/ta/tg/sr>.

For more information regarding the STAR Program, please contact the Standards and Assessment Division, at 916-445-8765 or by e-mail at star@cde.ca.gov. Information is also available on the STAR Web page at <http://www.cde.ca.gov/ta/tg/sr>.

California High School Exit Examination

California *Education Code (EC)* Section 60850(a), enacted in 1999, authorized the development of the California High School Exit Examination (CAHSEE). The CAHSEE has two parts: (1) English-language arts (ELA); and (2) mathematics. By law, each part addresses the state academic content standards adopted by the SBE. All students in California public schools must satisfy the CAHSEE requirement, as well as all other state and local graduation requirements, to receive a high school diploma. The purpose of the CAHSEE is to (1) improve student achievement in high school; and (2) help ensure that students who graduate from high school can demonstrate competency in state academic content standards for reading, writing, and mathematics.

Student Participation

Districts are required to send notification about the CAHSEE to parents or guardians of ninth-grade students at the beginning of the first semester or quarter of the regular school term and each year thereafter. Transfer students are to receive notification at the time they transfer.

The first opportunity students have to take the CAHSEE is in the second half of grade ten. Students who do not pass one or both parts of the CAHSEE in grade ten have up to two opportunities in grade eleven, and grade twelve students may have up to five opportunities to retake the part(s) of the exam not yet passed. Adult students can take the CAHSEE up to three times per school year. Only the part(s) not passed must be taken again.

Students who are English learners must be permitted to take the CAHSEE with certain test variations if used regularly in the classroom or for assessment. For example, if the CAHSEE is regularly used in the classroom or for assessment, English learners must

be permitted to hear the test directions in their primary language or use a translation glossary. Students who are English learners are required to take the CAHSEE in grade ten with all other grade ten students. During their first 24 months in a California school, English learners are to receive six months of instruction in reading, writing, and comprehension in English (*EC* Section 60852). During this time, they are still required to take the CAHSEE.

Students with disabilities must be permitted to take the exam with certain accommodations and/or modifications specified in their individualized education program (IEP) or Section 504 Plan for use on the CAHSEE or standardized testing or during classroom instruction and assessment. Students who take a part of the exam using accommodations and earn a score of 350 or higher have passed that part of the CAHSEE. Students who take a part of the exam using modifications, receive the equivalent of a passing score, and have met all other state and local school district graduation requirements may be eligible for a diploma if a waiver of the requirement to pass is granted by the local governing board. For the local board to waive the CAHSEE requirement, several requirements must be met. These requirements are detailed in *EC* Section 60851(c).

Exam Content and Format

The ELA part of the CAHSEE addresses state academic content standards through grade ten. The ELA part consists of multiple-choice questions and a writing task. The reading and decoding portion covers vocabulary, informational reading, and literary reading. The writing portion covers writing strategies, applications, and conventions. The writing task calls for students to provide a written response to literature, an informational passage, or a writing prompt.

The mathematics part of the CAHSEE addresses state academic content standards through the first part of Algebra I. The math part consists of all multiple-choice questions. It includes statistics, data analysis and probability, number sense, measurement and geometry, mathematical reasoning, and algebra. Students must demonstrate strong computational skills and a foundation in arithmetic, including working with decimals, fractions, and percentages.

Reporting and Using Results

The passing score for the mathematics part of the CAHSEE is approximately 55 percent or a scale score of 350. The passing score for the ELA part of the exam is approximately 60 percent or a scale score of 350.

Districts must provide supplemental instruction aligned to the state content standards to assist students who do not pass the exam. This may include summer school for seniors who do not pass. In addition, districts must provide intensive instruction to grade twelve students who have yet to meet the CAHSEE requirement for up to two years after completion of grade twelve for the parts of the CAHSEE not yet passed.

For more information regarding the CAHSEE, contact the CAHSEE Office, at 916-445-9449 or by e-mail at cahsee@cde.ca.gov. Information is also available on the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs>.

California English Language Development Test

Federal law (Title III of the No Child Left Behind Act of 2001[NCLB]) and state law (*EC* sections 313, 60810, and 60812) require a statewide English-language proficiency test that school districts must administer to students in kindergarten through grade twelve whose home language is not English and to students previously identified as English learners (EL) and who have not been reclassified. The California English Language Development Test (CELDT) was developed to:

- Identify pupils who are limited-English proficient.
- Determine the level of English-language proficiency of pupils who are limited-English proficient.
- Assess the progress of limited-English-proficient pupils in acquiring the skills of listening, speaking, reading, and writing in English.

Student Participation

School districts are required to administer the CELDT to all students whose home language is not English within 30 calendar days after they enroll for the first time in a California public school. Districts also are required to administer the CELDT annually to identified English learners (ELs) until they are reclassified as fluent-English proficient (FEP) during the annual assessment window from July 1 through October 31. Additionally, Section 3302 of Title III of the No Child Left Behind Act of 2001 (*20 United States Code* Section 7012) indicates that districts that receive Title III funds shall, not later than 30 days after the beginning of the school year or within two weeks of the child being enrolled in a language instruction program after the beginning of the school year, inform parents or guardians of the reasons for the identification of their child as an English learner and in need of placement in a language instruction program.

Content and Format

The CELDT assesses the four domains of listening, speaking, reading, and writing in English and is aligned to the English-language development (ELD) standards adopted by the SBE. In California, students in kindergarten and grade one are assessed only in listening and speaking. *Education Code* Section 60810 has been amended to authorize early literacy assessment of English learners in kindergarten and grade one commencing with the 2009-10 school year. Field testing will begin in the 2008-09 school year and early literacy test questions for kindergarten and grade one will be included in 2009-10. The early literacy assessment must be administered for three years or until July 1, 2012. A report on the results of the administration of the early literacy assessment and the administrative process is due to the Legislature no later than

January 1, 2013. The early literacy assessment will be designed to be age- and developmentally appropriate and, to the greatest extent possible, to minimize the testing burden on these young students.

Reporting and Using Results

In 2006, the SBE approved a new performance-level scale for the CELDT: beginning, early intermediate, intermediate, early advanced, and advanced. CELDT results show the overall English performance level attained by students as well as their performance level in each domain. Individual student reports and student data files are sent to the school district. Districts must inform parents of test results within 30 calendar days of receiving student results from the testing contractor, or, as indicated above, within two weeks of the child being enrolled in a language instruction program after the beginning of the school year.

CELDT data are used to calculate Annual Measurable Achievement Objectives (AMAOs) 1 and 2 required by Title III. Each local educational agency (LEA) receiving Title III funds is accountable for meeting the AMAOs established by the SBE beginning with the 2003-04 school year. The CDE provides LEAs with annual Title III accountability reports.

The CDE posts three types of reports (all assessments, annual assessments, and initial identification assessments) at four levels (state, county, district, and school) annually. Summary results are reported for all students and for a number of reporting categories that include gender, enrollment in specified programs, and primary languages. These results are posted on the CELDT Web page at <http://celdt.cde.ca.gov>.

Reclassification guidelines established by the SBE clarify the *EC* criteria in Section 313(d) to be used in reclassifying a pupil from EL to Fluent English Proficient (FEP).

For more information regarding the CELDT, contact the CELDT Office, at 916-319-0784 or by e-mail at celdt@cde.ca.gov. Information is also available on the CELDT Web page at <http://www.cde.ca.gov/ta/tg/el>.

Physical Fitness Testing

Since 1996, *EC* Section 60800 has required that each district administer a state-designated physical fitness test to all students in grades five, seven, and nine. During the month of February, March, April, or May, the governing board of each school district maintaining any of grades five, seven, and nine shall administer to each pupil in those grades the physical fitness test. The test used is the FITNESSGRAM[®], designated for this purpose by the SBE. The FITNESSGRAM[®], developed by The Cooper Institute, provides criterion-referenced standards to evaluate fitness. These standards represent a level of fitness that offers some degree of protection against diseases that result from physical inactivity. Achievement of the fitness standards is based upon a test score falling in the Healthy Fitness Zone (HFZ) for each of six tasks that measure a different aspect of fitness. The HFZ represents minimal levels of satisfactory achievement on the

tasks. The goal is for students to achieve the HFZ for all six fitness areas of the physical fitness test.

Senate Bill 896, approved in 1998, required the CDE to compile the physical performance test results by December 31 and to submit report results to the Governor and Legislature. Statewide data collection is completed electronically. School districts may submit their data to the CDE through the Internet, by diskette or CD-ROM, through a data file upload, or through a contract with an outside vendor. Physical fitness test results are reported by school, school district, county, and the state. The results are posted on the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf>. These reports are available by grade, gender, and ethnicity for each of the six fitness areas. No individual student data are reported on the CDE Web site.

Schools are required by law to include physical fitness test results in the School Accountability Report Card (SARC) and to provide students with their individual results (*EC* Section 60800). The most recent physical fitness data are to be reported, including the percentage of students scoring in the healthy fitness zone on all six fitness standards. Data are reported for the state and for each county, school district, and school for the purpose of comparison.

For more information regarding the physical fitness test, contact the Standards and Assessments Division, at 916-445-9449 or by e-mail at pft@cde.ca.gov. Information is also available on the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf>.

California High School Proficiency Examination

The California High School Proficiency Examination (CHSPE) is a program established by *EC* Section 48412. CHSPE provides an opportunity for eligible persons to prove their proficiency in the basic skills and earn a legal equivalent of a California high school diploma.

The CHSPE is given three times each year at approximately 75 sites throughout the state. Registrants must pay an \$85 registration fee. Enrollment in high school at the time the test is given is not a requirement, but at the time the test is taken persons wishing to take the test must (1) be at least sixteen years of age; (2) have completed one year of enrollment in tenth grade; or (3) complete one year of enrollment in tenth grade at the end of the semester during which the next regular administration will be conducted. There is no upper age limit to take the test.

The State Board of Education (SBE) awards each person who passes the CHSPE a Certificate of Proficiency, which is equivalent by law to a California high school diploma. In other words, institutions that are subject to California law and require a high school diploma for any purpose must also accept the Certificate of Proficiency as satisfying that requirement. However, the Certificate of Proficiency is not equivalent to completing all course work required for graduation from high school.

The Sacramento County Office of Education (SCOE) administers the CHSPE program under a contract with the CDE. For general information, including registration, call SCOE at 866-342-4773 or visit the CHSPE Web page at <http://www.chspe.net> (Outside Source). For information regarding the CHSPE law, regulations, or policies, contact the Standards and Assessment Division, at 916-445-9441 or by e-mail at chspe@cde.ca.gov. Additional information is available on the CHSPE Web page at <http://www.cde.ca.gov/ta/tg/sp>.

General Educational Development

The General Educational Development (GED) test is a national test that may be taken in California by persons who are eighteen years of age or older or who meet specific criteria for testing at age seventeen. The GED test is administered statewide throughout the year at approximately 200 testing centers. Topics tested on the GED include language arts/reading, language arts/writing, mathematics, science, and social studies.

Examinees who pass the test receive a High School Equivalency Certificate and an official report of test results from the State of California. The average fee to take the test varies from \$95 to \$130. In 2005, a total of 46,184 individuals took the test, and slightly less than 72 percent passed.

For more information regarding the GED test, contact the State GED Office, at 916-445-9438 or by e-mail at gedoffic@cde.ca.gov. Additional information is available on the GED Web page at <http://www.cde.ca.gov/ta/tg/gd>.

National Assessment of Educational Progress

Since 1969, the National Assessment of Educational Progress (NAEP) has been administered by the U.S. Department of Education (ED) to monitor and report on the educational achievement of American students. The NAEP is conducted periodically in reading, writing, mathematics, science, history, geography, and foreign language. California has always been an active participant in NAEP.

The state NAEP assessment was conducted in the winter of 2005. The assessment included reading, mathematics, and science. Results of the 2005 assessments are available on the NAEP Web page at <http://www.cde.ca.gov/ta/tg/nr>. This Web page also contains information about all of the NAEP assessments as well as links to the ED Web sites related to NAEP.

The last state NAEP was conducted in spring 2007 and assessed reading and mathematics in grade four; reading, mathematics, and writing for grade eight; and reading and writing for grade twelve.

For more information regarding the NAEP, contact the Administrative Support Unit, Standards and Assessments Division, at 916-445-9441 or by e-mail at naep@cde.ca.gov. Information is also available on the NAEP Web page at <http://www.cde.ca.gov/ta/tg/nr>.

Curriculum Frameworks and Instructional Resources Adoption Processes

Curriculum Commission

The Curriculum Development and Supplemental Materials Commission (Curriculum Commission) was established in 1927 as an advisory body to the California State Board of Education (SBE). The Curriculum Commission is responsible for advising the SBE on matters related to curriculum and instruction. California *Education Code (EC)* Section 60204 provides that the Curriculum Commission shall recommend curriculum frameworks to the SBE; develop criteria for evaluating instructional materials submitted for adoption; study and evaluate instructional materials submitted for adoption; recommend to the SBE instructional materials that it approves for adoption; and “recommend to the State Board of Education policies and activities to assist the department and school districts in the use of curriculum frameworks and other available model curriculum materials for the purpose of guiding and strengthening the quality of instruction in the public schools.”

The Curriculum Commission is composed of 18 members: 13 members appointed by the SBE; one member appointed by the Governor; one member appointed by the Speaker of the Assembly; one member appointed by the Senate Rules Committee; one State Senator; and one State Assembly member. With the exception of legislative members, commissioners serve a four-year term.

For more information regarding the Curriculum Commission, contact Tom Adams, Executive Director, Curriculum Commission, at 916-319-0881 or by e-mail at tadams@cde.ca.gov.

Curriculum Frameworks Adoption Process

The California State Board of Education (SBE) adopts curriculum frameworks for kindergarten through grade twelve (K–12) in accordance with California *Education Code (EC)* Section 51002, which calls for the development of “broad minimum standards and guidelines for educational programs.” Curriculum frameworks in the core curriculum areas of reading/language arts, mathematics, history–social science, and science are aligned to the SBE-adopted academic content standards. In addition, the SBE has adopted content standards in visual and performing arts and physical education and content standards in health and foreign language are under development. The SBE adopts curriculum frameworks on a six-year or eight-year cycle. The SBE approved the current history–social science framework in 2000; the foreign language framework in 2001; the health framework in 2002; the science and visual and performing arts frameworks in 2004; the mathematics framework in 2005; and the reading/language arts framework in 2006. The development of a new physical education framework began in 2006.

The Curriculum Commission develops the curriculum frameworks submitted for SBE approval. *EC* Section 33538 gives the Curriculum Commission the authority to provide instructional guidelines: “The (Curriculum) commission shall study problems of courses of study in the schools of the state and shall, upon request of the State Board of Education, recommend to the State Board of Education the adoption of minimum standards for courses of study in preschool, kindergarten, elementary, and secondary schools.”

The Curriculum Commission makes recommendations to the SBE about the development of a curriculum framework and appointments to the Curriculum Framework and Criteria Committee (CFCC). Curriculum frameworks are developed in a public manner; all Curriculum Commission and CFCC meetings are open to the public and include the opportunity to comment. The CFCC develops a draft document, and the Curriculum Commission prepares the draft framework for field review and holds public hearings on the document. The Curriculum Commission is responsible for the draft framework that is recommended to the SBE. The SBE also holds a public hearing prior to considering the framework for adoption. After adoption, the frameworks are available for purchase through the California Department of Education (CDE) and may be viewed on the Curriculum Frameworks Web page at <http://www.cde.ca.gov/ci/cr/cf/index.asp>.

Curriculum frameworks have drawn state and national recognition for focusing directly on the curriculum and for contributing substantively to the improvement of teaching and learning. The content standards describe what educators and professionals in the field expect K–12 students to know. Based on current research in education and the specific content area, the frameworks provide a firm foundation for curriculum and instruction by describing the scope and sequence of knowledge and the skills that all students are expected to master. The frameworks’ overarching dedication is to the balance of factual knowledge, fundamental skills, and the application of knowledge and skills.

In addition, the frameworks establish criteria to evaluate instructional materials. These criteria are used to select, through the state adoption process mandated in *EC* sections 60200–60206, instructional materials for kindergarten through grade eight. Frameworks also guide district selection of instructional resources for grades nine through twelve. Although curriculum frameworks cover the K–12 educational program, their effect can be seen in preschool programs, child care centers, adult education programs, higher education instruction, and university entrance requirements.

For more information regarding the curriculum frameworks adoption process, contact the Curriculum Frameworks and Instructional Resources Division, at 916-319-0881. Additional information is also available on the Curriculum Frameworks Web page at <http://www.cde.ca.gov/ci/cr/cf/index.asp>.

Instructional Materials Evaluation and Adoption Process

The State Board of Education (SBE) has constitutional authority to adopt textbooks for grades one through eight (Article IX, Section 7.5 of the California Constitution). California *Education Code (EC)* sections 60200–60204 describe the process for the

adoption of instructional materials for kindergarten through grade eight (K–8) and mandate that submitted materials be evaluated for consistency with the criteria and standards in the SBE’s curriculum frameworks. The Curriculum Commission serves as an advisory body to the SBE in the evaluation and adoption process. Instructional materials are broadly defined to include textbooks, technology-based materials, other educational materials, and tests. The SBE traditionally adopts only basic instructional materials programs (i.e., programs that are designed for use by pupils and their teachers as a principal learning resource and meet in organization and content the basic requirements of a full course of study, generally one school year in length).

Primary adoptions, which are the first adoptions following the approval of new state frameworks, are conducted every six years for the four core curriculum areas: reading/language arts, mathematics, science, and history–social science. *EC* Section 60200.1(a)(2) resets the base-year schedule for these adoptions as follows: history–social science (1999), science (2000), mathematics (2001), and reading/language arts (2002). The next set of core curriculum adoptions is as follows: history–social science (2011), science (2012), mathematics (2007), and reading/language arts (2008). Primary adoptions in foreign language, visual and performing arts, and health are to be conducted every eight years. In all cases, a follow-up adoption (using the same evaluation criteria) is to be scheduled between adoptions. Follow-up adoptions were conducted in 2005 in mathematics, reading/language arts, and foreign language.

As with the framework development process, the adoption process is designed to ensure broad public participation. The adoption process involves three concurrent steps:

- **Legal compliance review**—The legal compliance review, also known as the social content review, is conducted to ensure that all instructional resources used in California public schools comply with *EC* sections 60040–60044 as well as SBE guidelines contained in *Standards for Evaluating Instructional Materials for Social Content* (2000 edition). Resources not in compliance with the standards must be revised or be withdrawn. For grades K–8, the California Department of Education (CDE) conducts social content/legal compliance reviews. School districts may also conduct their own reviews.
- **Public review and comment**—Samples of instructional resources submitted for adoption are available for public review at the 22 Learning Resources Display Centers located throughout the state. Written comments on the resources are forwarded to the Curriculum Commission and the SBE for consideration. In addition, three separate public hearings are held prior to adoption: one before the appropriate Subject Matter Committee of the Curriculum Commission, one before the full commission itself, and one before the SBE.
- **Education content review**—The education content review is based on the SBE-adopted framework and the content standards it embodies. Evaluation criteria based on the framework are developed by the Curriculum Commission and adopted by the SBE. After a statewide recruitment and application process, the Curriculum Commission recommends and the SBE appoints two panels: the Instructional Materials Advisory Panel (IMAP) and the Content Review Panel

(CRP). IMAP is composed primarily of classroom teachers (but also includes other participants, such as administrators, curriculum specialists, university faculty, and parents) who evaluate materials according to all categories of the criteria. The CRP is composed of subject-matter experts who review materials according to the content criteria and ensure that the materials are accurate, aligned with SBE-adopted content standards or curriculum frameworks, and based on current and confirmed research. CRP members review only those materials or parts of them that pertain to their area of expertise. CRP members work with IMAP.

Both panels receive training on the SBE-adopted criteria and individually review submitted programs. CRP and IMAP members prepare a joint report of findings and formulate a recommendation on each submission. The IMAP/CRP recommendations are forwarded to the Curriculum Commission. Commissioners consider the report of findings and also conduct their own individual and independent review of the submitted programs. The commission then develops a written report containing its recommendation on each submission, which is forwarded to the SBE for action.

The SBE considers the recommendations, related documents, and public comments prior to adopting or not adopting each submission. The commission's report is modified as necessary to reflect the SBE's action, and the final document is widely distributed and posted on the Internet.

Standards Maps for Grades Nine Through Twelve

Standards map templates were developed so that school districts can determine the extent to which instructional materials, or a combination of instructional materials, for students in grades nine through twelve align with the content standards adopted by the SBE. Publishers are invited to include completed standards maps with materials offered for sale in the four core content areas in grades nine through twelve, citing where their materials align with the content standards. The standards maps are also a tool for local educational agencies to use when evaluating instructional materials for alignment with content standards, as the local school boards must certify that materials are aligned with the California content standards. The templates are located on the Standards Maps Templates Web page at <http://www.cde.ca.gov/ci/cr/cf/gr912stmap.asp>. For more information, contact the Curriculum Frameworks and Instructional Resources Division, at 916-319-0881. Additional information is also available on the Curriculum Frameworks Web page at <http://www.cde.ca.gov/ci/cr/cf>.

Instructional Materials Funding Realignment Program

The Instructional Materials Funding Realignment Program (IMFRP) took effect on January 1, 2003. It replaced three previous funding sources for instructional materials: K–8 Instructional Materials Fund, 9–12 Instructional Materials Fund, and Schiff-Bustamante Standards-Aligned Instructional Materials Fund, kindergarten through grade 12 (K–12).

The funds appropriated under IMFRP are to be allocated based on the prior year K–12 enrollment as reported by the California Basic Educational Data System (CBEDS) count.

The IMFRP (*EC* Chapter 3.25, sections 60420–60424) provides that:

1. Districts or county offices of education must use funds to ensure that each pupil, grades K–12, is provided with a standards-aligned textbook or basic instructional materials.

For grades K–8, the standards-aligned instructional materials must come from the state standards-aligned adoption lists for reading/language arts, mathematics, science, and history–social science.

For grades 9–12, the materials must be adopted by the local governing board and aligned to the state academic content standards.

2. Once a local governing board certifies that it has provided each pupil with standards-aligned instructional materials, the district or county office of education may use 100 percent of any remaining IMFRP funds to purchase other instructional materials consistent with the content and cycles of the curriculum frameworks.

- For grades K–8 the local educational agency may purchase instructional materials from other state-adopted materials lists.
- For grades 9–12 the local educational agency may purchase instructional materials adopted by the local governing board in any other subject area covered by a state curriculum framework.

3. The local governing board is required to hold an annual public hearing (pursuant to *EC* Section 60119) and make a determination by resolution as to whether each pupil in the district has sufficient instructional materials in reading/language arts, mathematics, science, and history–social science that are consistent with the content and cycles of the curriculum frameworks. This hearing is required in any year in which the statewide base revenue limit increases by at least 1 percent. Governing boards are also required to make written determination as to whether pupils enrolled in foreign language or health courses have sufficient instructional materials and whether there is sufficient science laboratory equipment for grades 9–12 science laboratory classes. The findings regarding foreign language, health, and science equipment are not a condition of receipt of funds.

If the governing board determines there are insufficient instructional materials, the board must take the following actions:

- Provide information on the reasons for insufficient materials.

- Take measures to ensure that each pupil will have sufficient instructional materials by the second month of the academic year.
4. The governing board must also certify that the standards-aligned instructional materials in history–social science, mathematics, reading/language arts, and science were provided by the beginning of the school term that starts no later than 24 months after those materials were adopted.

For grades K–8 this requirement applies to SBE adoptions in the four standards-aligned core subject areas that take place after the implementation of this law. The first adoption that this time frame applied to under IMFRP was the history–social science adoption in 2005. Other state and federal programs may have their own deadlines for the purchase of standards-aligned instructional materials.

For grades 9–12 this 24-month time frame applies to all local governing board adoptions of standards-aligned instructional materials that take place following implementation of this law. For example, if a local governing board adopted materials in October 2003, the district would have needed to provide all pupils in those classes with the adopted materials by the start of the fall 2005 school term.

5. After the local educational agency has met all of the above requirements, then 100 percent of any remaining annual allocation for IMFRP may be spent for other purposes as stated in *EC* Section 60242(a). These other purposes are as follows:
 - To purchase “at the district’s discretion, instructional materials, including, but not limited to, supplementary instructional materials and technology-based materials, from any source.” These instructional materials must be reviewed and approved for compliance with the legal and social requirements of *EC* sections 60040–60045 and 60048 and the SBE guidelines in *Standards for Evaluating Instructional Materials for Social Content* (revised 2000). The legal and social compliance review may be done locally or at the state level.
 - To purchase tests.
 - To purchase classroom library materials for kindergarten through grade four.
 - To bind basic textbooks that are otherwise usable and are on the most recent list of basic instructional materials adopted by the State Board.
 - To fund in-service training related to instructional materials.

For more information, contact the Curriculum Frameworks and Instructional Resources Division at 916-319-0881. Additional information is also available on the Instructional Materials Web page at <http://www.cde.ca.gov/ci/cr/cf>.

School Libraries

The School and Library Improvement Block Grant

State funding for California school libraries began with passage of the California Public School Library Act of 1998, which brought the first ongoing allocation for planned, methodical development of school library collections across the state. The passage of Assembly Bill 825, Chapter 871, moved the state library funding into a new categorical block grant in 2005-06 called the School and Library Improvement Program. For information about the block grant, visit the School Library Funding Web page at <http://www.cde.ca.gov/fg/aa/ca/ab825.asp>.

The Importance of School Libraries

Substantial research indicates that a school library with appropriate staffing, adequate funding, and a rich collection of materials in various formats makes a positive impact on improved literacy as well as on overall academic achievement. Summaries of current research related to school libraries are available on the Library Research Web page at <http://www.cde.ca.gov/ci/cr/lb/research.asp> and the American Library Association Web page at <http://www.ala.org/aasl/resources/achievement.html> (Outside Source).

The school library plays an important role in preparing students to live and learn in a world of information. Since 1988, the mission of school library media programs across the country has been to ensure that students and staff are effective users of ideas and information by taking the following steps:

- Providing intellectual and physical access to materials in all formats
- Providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas
- Working with other educators to design learning strategies to meet the needs of individual students (*Information Power: Building Partnerships for Learning*, 1998)

At the heart of state funding for school libraries is acknowledgment of the critical need for more and better books for students to read. The *English–Language Arts Content Standards for California Public Schools* calls for students to read extensively on their own (one-half million words annually by grade four; one million words annually by the end of middle school; and two million words annually by the end of grade twelve).

Statistical Snapshot of California School Libraries

The California Department of Education (CDE) Online School Library Survey collected 2005-06 information about school libraries. The following statistics are based on those data as well as data collected by the California Basic Educational Data System (CBEDS). When possible, national data are provided for comparison.

- **Number of libraries**—Among California public schools, 97 percent have a place designated as the library, although staffing, collections, and programs range from exemplary to substandard.
- **Staffing**—Approximately 23 percent of California schools have a credentialed library media teacher on campus part time or longer; the majority of professional staffing is found at the high school level. A library media teacher has both a California teaching credential and a California library media teacher services credential. Although the average national ratio of library media teachers to students in the fall of 2005-06 was 1:905, California ranks fifty-first in the nation with a current ratio of 1:5,166 (2005-06 CBEDS Report and *Digest of Education Statistics* Tables and Figures, National Center for Education Statistics, 2006, http://nces.ed.gov/programs/digest/d06/tables/dt06_079.asp [Outside Source]). In 2005-06, 90 percent of the schools reported classified staff in the library.
- **Library books**—The latest figure for the average number of school library books per kindergarten through grade twelve (K–12) student in California is 17.6, an increase of 0.4 over the previous year. In 1986, the number reported per student was ten. Nationally, school libraries average 22 books per student.
- **Age of collection.** The age of the library books is as important as the number of books available to students. In 1995 the average copyright date of a California school library nonfiction book was 1972. In 2004-05 the average copyright date rose to 1993 and remained there in 2005-06. For a current chart of the number and age of California school library books, visit the School Library Web page at <http://www.cde.ca.gov/ci/cr/lb>.
- **Book costs.** The average cost of a children’s and young adult hardcover book in 2006 was \$21.60, an increase of \$1.08 over the 2005 average. For a chart comparing the average cost of a children’s and young adult’s book with the state funding for school libraries, visit the School Library Web page at <http://www.cde.ca.gov/ci/cr/lb>.
- **Funding.** The primary source of library funding for 48 percent of California schools comes from fund-raising activities. The School and Library Improvement Block Grant provides the second-most important source of funding. In its first year, 5 percent of the block grant was invested in school libraries.
- **Electronic access to resources.** Eighty-eight percent of the 5,406 responding school libraries reported the use of an electronic catalog and automated circulation system. Seventy-nine percent reported providing access to the Internet. Internet access increases with grade levels: 74 percent of school libraries reported offering access at the elementary school level, 92 percent at the middle school level, and 98 percent at the high school level (CDE Online School Library Survey for 2005-06).
- **Need for books.** The Internet does not replace the need for books and often increases the demand for up-to-date library materials. Library resources come in various formats—both print and electronic—and are selected based on the best format for the intended user and use.
- **Library hours.** The average number of hours that a California school library is open to students is 27 hours per week. Seventy-five percent of school libraries reported being open during breaks, 70 percent during lunch, and 59 percent

before school. Only 10 percent of schools reported having the library available during summer school.

For Additional Information

- Academic achievement and school libraries. For links to current research reports, summaries, and articles, including studies conducted in Colorado, Pennsylvania, Alaska, and Massachusetts, visit the American Library Association Web page at <http://www.ala.org/aasl/resources/achievement.html> (Outside Source).
- *Check It Out! Assessing School Library Media Programs: A Guide for District Education Policy and Implementation Teams* (1998) is designed by the CDE to help districts and schools assess their school libraries and the policies that guide them. It is available for purchase from CDE Press at 800-995-4099.
- “Information Literacy Standards for Student Learning,” developed as part of Information Power: Building Partnerships for Learning by the American Association of School Librarians and the Association for Educational Communications and Technology. Visit the American Library Association Web page at http://www.ala.org/aasl/ip_toc.html (Outside Source).
- *Standards for the 21st Century Learner* is the latest document from the American Association of School Librarians to provide a foundation for a strong library media program in every school. Its goal is school libraries where students will research expertly, think critically, problem-solve well, read enthusiastically and use information ethically.
<http://www.ala.org/ala/aasl/aaslproftools/learningstandards/standards.cfm> (Outside Source).
- Library media teacher credential information. Visit the Commission on Teacher Credentialing Web page at <http://www.ctc.ca.gov/credentials/CREDS/library-media.html> (Outside Source).
- Locations of effective school library media programs in California. Visit the School Library Web page at <http://schoollibrary.org/pub/goodideas.htm> (Outside Source) and view recent issues of “Good Ideas.”
- Planning for strong school library programs. For links to planning guides, rubrics, and related articles, visit the American Library Association Web page at <http://www.ala.org/aasl/resources/assessment.html> (Outside Source).

For more information on school libraries, contact Barbara Jeffus, School Library Consultant, Curriculum Frameworks Unit, at 916-319-0445 or by e-mail at bjeffus@cde.ca.gov. Additional information is also available on the School Libraries Web page at <http://www.cde.ca.gov/ci/cr/lb>.

Special Education

California provided special education services to 679,648 individuals, newborn through twenty-two years of age, in 2006-07. California provides specially designed instruction, at no cost to the parent, to meet the unique needs of each child with a disability. This instruction is provided in a variety of settings that allow infants and their families, preschoolers, students, and young adults to be educated with their peers as much as possible; that is, in the least restrictive environment (LRE). Special education services are available in a variety of settings that might include day care settings, preschool, a regular classroom, a classroom that emphasizes specially designed instruction, the community, and the work environment. The California Department of Education (CDE) works with colleges and universities to deliver staff development and training to ensure that teachers and other service providers are qualified to work with children with disabilities.

The CDE provides state leadership and policy direction for school district programs and services for students who have a disability. This leadership includes providing families with information on the education of a child with a disability. The CDE works cooperatively with other state agencies in providing family-centered services for infants and preschool children and planned steps for transition from high school to employment and quality adult life. These efforts are supported by evaluation of student outcomes and analysis of current research. The CDE responds to consumer complaints and administers the federal Individuals with Disabilities Education Act and the No Child Left Behind Act for students with disabilities in California.

The 13 disability categories and enrollment breakdown in California for individuals, newborns through twenty-two years of age, receiving special education services are as follows: (1) Mental Retardation, 43,522; (2) Speech or Language Impairment, 178,599; (3) Visual Impairment, 4,697; (4) Emotional Disturbance, 27,081; (5) Orthopedic Impairment, 15,429; (6) Other Health Impairment, 43,498; (7) Specific Learning Disability, 306,950; (8) Deafness, 4,242; (9) Hard of Hearing, 8,241; (10) Deaf-Blindness, 207; (11) Multiple Disabilities, 5,673; (12) Autism, 39,711; and (13) Traumatic Brain Injury, 1,798.

Advisory Commission on Special Education

An Advisory Commission on Special Education (ACSE) is mandated by both state and federal laws. The ACSE is required to study, assist, and provide recommendations at least annually to the Governor, the Legislature, the State Board of Education, and the State Superintendent of Public Instruction on issues related to the education and unmet needs of individuals with disabilities. There are 15 public members of ACSE, who are appointed as follows: three by the Speaker of the Assembly; three by the Senate Committee on Rules; four by the Governor; and five by the State Board of Education. In addition ACSE includes two members from the State Legislature: one from the Assembly and one from the Senate.

Selected Projects/Programs

The CDE has many projects and programs, including California Services for Technical Assistance and Training (CalSTAT), Resources in Special Education (RiSE), California Deaf-Blind Services (CDBS), Technical Assistance with Least Restrictive Environment, Supporting Early Education Delivery Systems (SEEDS), and Special Education Early Childhood Administrators Project (SEECAP). These projects provide technical services, research, training, conferences, and other services to many special education California students.

The CDE also certifies more than 1,000 nonpublic schools and agencies that provide special education services to students with disabilities. For more information regarding special education, contact the Special Education Division, at 916-445-4613. Additional information is also available on the Special Education Web page at <http://www.cde.ca.gov/sp/se>.

State Special Schools and Services Division

The State Special Schools and Services Division (SSSSD) provides a variety of direct services to individuals with special needs, parents, and local educational agencies (LEAs) through programs it operates at the California Schools for the Deaf in Fremont and Riverside; the California School for the Blind in Fremont; and three Diagnostic Centers in Fremont, Fresno, and Los Angeles. The SSSSD employs 1,100 staff. Its schools and centers occupy nearly 150 acres of land and 23 acres of buildings.

For more information regarding the SSSSD, contact Ron Kadish, Director, SSSSD, at 916-327-3850 or by e-mail at rkadish@cde.ca.gov.

Schools for the Deaf

Two Schools for the Deaf provide instructional programs to more than 1,000 deaf students in California. In addition, both schools serve as a resource to educational and community service agencies. The School for the Deaf in Fremont was established in San Francisco in 1860, and the School for the Deaf in Riverside opened its doors in 1953.

Students are enrolled in either a day or a residential program, depending upon their individual needs and the residence of their parent or guardian. Both Schools for the Deaf have earned national and international acclaim for the quality of services provided. They are accredited by the Western Association of Schools and Colleges and the Conference of Educational Administrators Serving the Deaf. The schools use the state curriculum frameworks and adopted or standards-aligned instructional materials as the basis of instruction. Students are referred through the LEA. Beyond the academic and vocational/career education programs, both schools offer comprehensive support services and extracurricular activities. Outreach and technical assistance are provided to parents, LEAs, consumers, and the business and the professional communities.

Both Schools for the Deaf operate an outreach office that can be contacted by parents and community members who wish to learn more about deafness, infant/preschool programs, comprehensive school activities, and enrollment procedures.

For more information regarding the Schools for the Deaf, please contact Henry Klopping, Superintendent, California School for the Deaf, Fremont, at 510-794-3666 or by e-mail at hklopping@cddf-cde.ca.gov, or Mal Grossinger, Superintendent, California School for the Deaf, Riverside, at 951-782-6500 or by e-mail at mgrossinger@cddf-cde.ca.gov.

Deaf and Hard-of-Hearing Unit

Numerous reports, studies, and commissions conducted over the past 40 years have all concluded that the present status of education for deaf persons in the United States is unsatisfactory. As a result, the Deaf and Hard-of-Hearing Unit was established within the California Department of Education. The unit is responsible for implementing many of the recommendations of the California Deaf and Hard-of-Hearing Education Advisory Task Force convened by the State Superintendent of Public Instruction. This unit also responds to inquiries regarding the Newborn Hearing Screening Program established in California.

For more information regarding the Deaf and Hard-of-Hearing Unit, please contact Nancy Grosz Sager, Consultant, Deaf and Hard-of-Hearing Unit, at 916-327-3850 or by e-mail at nsager@cde.ca.gov.

School for the Blind

The California School for the Blind provides educational programs for approximately 130 blind, visually impaired, and deaf-blind students in residential as well as day school programs. The school was founded in San Francisco in 1860. Students range from five through twenty-two years of age. Preparation for adult life and mainstreaming into the home community are long-term goals for each student. The School for the Blind also provides local educational agencies with a variety of staff development programs to assist with local efforts in areas of assistive technology and instruction of blind students.

For more information regarding the California School for the Blind, please contact Stuart Wittenstein, Principal, California School for the Blind, at 510-794-3800 or by e-mail at swittenstein@csb-cde.ca.gov.

Diagnostic Centers

First established in 1947, the Diagnostic Centers have evolved into regionalized programs for all LEAs by providing various assessment services for individuals with special needs who range in age from three through twenty-two years. Referrals are made by the LEA after it first exhausts its local resources. All assessments are individualized to match the student's needs and LEA/parent questions and concerns. Nearly 66 percent of all assessments occur at the student's local school; all others occur at the Diagnostic Center. Teams of specialists in the fields of special education,

school psychology, clinical psychology, speech/language pathology, motor development, and developmental pediatrics conduct the assessment programs. Parental involvement is emphasized throughout the student's assessment. Transition services are also provided to special education students ages fourteen through twenty-two.

Each of the Diagnostic Centers also offers a variety of staff development and training as well as consultation services to LEAs, parents, and other service agencies. Training topics are developed according to the LEA's changing needs.

For more information regarding the Diagnostic Centers, please contact Deborah Holt, Director, Diagnostic Center, Southern California (Los Angeles), at 323-222-8090 or by e-mail at dholt@dcs-cde.ca.gov; Carole Bence, Director, Diagnostic Center, Central California (Fresno), at 559-243-4047 or by e-mail at cbence@dcc-cde.ca.gov; or Mary Anne Nielsen, Director, Diagnostic Center, Northern California (Fremont), at 510-794-2500 or by e-mail at mnielsen@dcn-cde.ca.gov.

Clearinghouse for Specialized Media and Translations

The Clearinghouse for Specialized Media and Translations (CSMT) is a unit of the Curriculum Frameworks and Instructional Resources Division in the Curriculum and Instruction Branch. The CSMT unit is made of specialized media and multilingual documents. The mission of the CSMT, which is federally funded through the Special Education Division of the CDE, is to make instructional resources accessible and meaningful to students with disabilities.

The California Instructional Materials Fund finances the CMST's production/conversion of the textbooks, workbooks, literature books, and assessment books into a variety of specialized media, including braille, large print, recordings, American Sign Language videos, and computer files. The distribution of the various specialized formats to public schools enables students with disabilities to access the general education curricula. The CSMT also maintains an inventory of the federally funded American Printing House for the Blind (APH) materials and equipment designed for students who are blind and visually impaired. Through the use of its Instructional Materials Ordering and Distribution System (IMODS), the CSMT receives and fills orders from eligible educational agencies for both the specialized instructional materials and APH materials.

The CSMT also administers the following programs: (1) Reader Services for Blind Teachers; (2) High School Braille Reimbursement Program; and (3) Low Vision Reimbursement Program helping California public schools acquire large-print books, video magnifiers, and nonprescription optical aids. The CSMT provides optical aids for the Low Vision Clinic at the California School for the Blind, Fremont.

For more information regarding the CSMT, contact the CSMT Unit, at 916-445-5103. Additional information is available on the CSMT Web site at <http://csmt.cde.ca.gov>.

Career Technical Education

An important part of the work of the California Department of Education (CDE) is to strengthen the relationship between a strong kindergarten through adult education system and California's economic future. That future depends on the state's ability to develop a competitive workforce for the knowledge-based, global economy of the twenty-first century. The CDE's perspective has broadened from the traditional vocational (now career technical) education curriculum to a multifaceted concept incorporating career preparation and workforce development. Elements include integrating academic and career technical education (CTE) curricula, adding or modifying workforce development programs, and expanding partnerships linking education with business and industry.

The focus of CTE has expanded from the traditional occupation-specific job entry preparation within subject matter areas—agriculture, arts and communications, business, health careers, home economics, and industrial and technology education—to an “industry sector” approach. For example, industrial and technology education is now composed of the following industry sectors: building trades and construction, energy and utilities, transportation, manufacturing and product development, and engineering and design. These are five of the 15 industry sectors in California.

This approach provides integrated, sequential programs of instruction designed to build on the academic preparation of students as well as on their experiences, interests, skills, and prior knowledge of practices and procedures. Partnerships between business and industry sectors and various educational levels are emphasized, as are learning strategies that connect across the disciplines. The CDE also works with professional and student organizations in offering technical assistance and professional development.

Carl D. Perkins Career and Technical Education Improvement Act of 2006

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 provides funding to improve CTE programs in secondary and postsecondary schools. Through the Perkins State Plan, California articulates state policy that drives CTE planning and programs in public schools. That state policy is built on high standards for all students. California has made great progress in defining basic academic and employability skills that every student should master in order to earn a high school diploma. The underlying premise is that all students should develop these basic competencies to become productive workers, contributing members of the community, lifelong learners, and successful family members. The State Board of Education adopted CTE Model Curriculum Standards in May 2005 and adopted the instructional framework for CTE in January 2007.

Current systemic programs and initiatives include:

- **Regional Occupational Centers and Programs (ROCPs)** have constituted the state's largest workforce preparation system for over 30 years. The 74 ROCPs in California provide over 500,000 high school and adult students with CTE so students can (1) enter the workforce with skills and competencies to succeed; (2) pursue advanced training in higher educational institutions; and (3) upgrade existing skills and knowledge. In addition to the specific skills and comprehensive career education offered, ROCPs also offer students employment survival skills in many aspects of each of the 15 industry sectors as well as placement assistance, counseling and guidance services, and other critical support services. ROCPs collaborate with an estimated 50,000 businesses and industry, numerous public and private agencies, and associations to develop industry-based curriculum and offer instructional classes and programs to meet local business and industry needs. In addition, ROCPs work in cooperation and partnership with local school districts to enhance the learning environment of student participants. Students receive training at a variety of venues from high school classes to actual on-site business and industry facilities, such as hospitals. ROCPs offer courses throughout the regular school day, in the late afternoon and evenings and, in many cases, during the summer months. ROCPs award certificates of completion and/or state or national industry-based certification upon successful completion of courses. ROCPs also serve the employment training needs of eligible California Work Opportunity and Responsibility to Kids (CalWORKs) recipients. A recent CDE-funded study shows that ROCP students have higher pay rates, obtain more promotions on the job, stay in school, and attend postsecondary schools at the same rate as other students.
- **Apprenticeship Programs** in California are designed to prepare an individual for a career in the skilled crafts and trades. Apprentices develop technical skills, experience the sharing of assignments, and see how technical tasks relate specifically to theoretical knowledge and interpretation taught in the classroom. Currently, there are more than 850 apprenticeable occupations in the United States and over 200 active, registered apprenticeable occupations in California. Apprentices earn a wage while learning. Apprenticeship programs usually require one to five years to complete, depending upon the occupation. The apprenticeship training system is unique in that its basic foundation is a partnership between industry, education, and government. Industry-funded and industry-driven, the apprenticeship training system provides an effective balance between on-the-job training and theoretical practical classroom instruction in an effort to develop workers with marketable skills. The classroom instruction is known as related and supplemental instruction. The CDE and cooperating regional occupational centers and programs and adult programs provide ongoing technical support for apprenticeship programs across the state.
- **The Carl D. Perkins Vocational and Technical Education Act** is a \$140 million per year federal grant program to strengthen and improve CTE programs in California. More than 600 secondary school districts, community college districts,

county offices of education, regional occupational centers, and state institutions utilize the funds for equipment, supplies, professional development, program design, curriculum development, and other strategies to enhance their CTE programs. Included within the Perkins Act is the Tech Prep program, which provides an additional \$11.2 million annually to articulate career paths across a minimum of grades eleven to fourteen and to integrate academic and career content. The goal is to provide a seamless education experience so that students should not have to repeat work already achieved.

- **Career Development** is a key component of any comprehensive guidance and counseling program, helping students explore career options, develop career self-management skills, and identify educational paths to preferred careers. The CDE promotes career development in secondary education through policy development and assistance in field trials of career exploration and life skills programs. The CDE works with the California Career Resource Network to develop and disseminate career development resources and training for school counselors, teachers, administrators, and career guidance paraprofessionals in the state's educational agencies.
- **Partnership Academies** is a three-year program for students in grades ten through twelve. Structured as a school-within-a-school, academies create a close family-like atmosphere, integrate academic work and CTE, and establish viable business partnerships that provide support for the program. Emphasis is placed on student achievement and positive postsecondary outcomes. Academies have been carefully evaluated and have been shown to have a positive impact on school performance. There are 290 funded programs throughout California.

For more information regarding CTE, contact the Secondary, Postsecondary, and Adult Leadership Division, at 916-445-2652. Additional information is also available on the CTE Web page at <http://www.cde.ca.gov/ci/ct>.

Adult Education

Adult education provides educational opportunities and services to equip adults with the knowledge and skills necessary to participate effectively as citizens, workers, parents, and family and community members. Instructional programs ensure that adults have the education and skills required for a competitive economy and a better quality of life.

Adult students are served by school districts, community colleges, community or faith-based organizations, volunteer literacy organizations, public or private nonprofit agencies, public libraries, correctional facilities, and state agencies.

The California Department of Education serves over one million adult learners annually by allocating state and federal funds through its adult education provider network. For more information, contact the Adult Education Office at 916-322-2175. Additional information is also available on the Adult Education Web page at <http://www.cde.ca.gov/sp/ae>.

Populations

Adult education serves an increasingly diverse student population, including the following specialized groups:

Adult Immigrants—Adults who need language instruction and learning experiences that will permit them to communicate with English speakers; learn the cultures and customs of the United States; and prepare them for employment, citizenship, parenthood, and self-sufficiency.

Adults with Disabilities—Individuals with cognitive, physical, sensory, or medical disabilities or mental disorders. Adult education provides modified equipment, materials, and instructional strategies to teach literacy, workplace, and family literacy skills.

Disadvantaged Adults—Low-income and hard-to-serve adults who demonstrate basic skills deficiency below the eighth-grade level. Adult education provides basic skills training, preparation for the General Educational Development (GED) test, preparation toward earning a high school diploma, and job skills training opportunities.

Homeless Adults—Persons living in extreme poverty who often cannot afford to travel to adult education programs. Adult literacy services provide life skills instruction, linkages to community resources, self-esteem support, and preparation for employment.

Incarcerated Adults—Individuals who are convicted of any criminal offense. Incarcerated adults represent a significant portion of the hard-to-serve or dropout segment of the educational system. The correctional education programs provide educational and job training services in technology, English as a second language, high school credit, and basic education programs to prepare inmates to become responsible citizens and to successfully integrate into society.

Single Parents and Displaced Homemakers (unemployed or underemployed individuals who have been providing unpaid services to family members)—Adult education provides linkages and collaborates with agencies to ensure that students receive needed services, such as child care, career counseling, vocational evaluation, and educational counseling. Use of distance-learning programs is a priority in working with these students.

Programs

Adult Basic and Secondary Academics—Including elementary basic skills and secondary courses required for the high school diploma and to pass the California High School Exit Exam and/or General Education Development (GED) test. The primary objective is for students to learn basic literacy and numeric skills and enable adults to enter and master high school courses and subjects leading to a diploma or certificate.

English as a Second Language (ESL)—Including instruction to enable students with limited English proficiency to learn competency-based English. These courses encompass the skills of speaking, listening, reading, writing, mathematics, decision making and problem solving, and preparation to participate in job-specific career and technical training. Students may use ESL to gain life and employment skills, progress to career or academic programs, and to become actively engaged in their communities.

Citizenship Preparation— Including programs and courses for immigrants eligible for educational services in citizenship and civic participation. Classes offer instruction in history, geography, and government to prepare students for the oral and written citizenship tests and for becoming active participants in society.

Career Technical Education (CTE)—Including classes offering a variety of career training programs, delivering the customized curriculum needed to meet the diverse training and development needs of businesses, and programs promoting a skilled workforce with high growth and high wage employment potential, leading to industry certifications or meeting the required prerequisites and foundations for advanced career pathways. These courses, developed within designated Industry Career Clusters, may include academic career preparation and job readiness skills with possible apprenticeships or internships.

Adults with Disabilities—Including classes designed to meet the needs of the students, offering an environment that builds self-esteem and encourages access and participation to specialized courses for students to become self-reliant, productive, and effective community members.

Parenting, Family, and Consumer Awareness—Including classes that promote the healthy development of children, high-quality family relationships, and children's success in school. Classes in this program help individuals and families meet the challenges of daily living through health and financial literacy to improve the quality of home and family life.

Older Adults—Including classes designed specifically to deal with the issues of aging. These classes provide intellectual, physical, financial and social stimulation and resources addressing the demands of a growing and active older population.

**Adult Education Learner Distribution by Instructional Program,
2003-04 Through 2006-07**

Program	2003-04		2004-05		2005-06		2006-07	
	Enrollment	Percent of Total						
Adult Basic Education	73,137	5.9	64,965	5.3	62,410	5.4	63,626	5.3
ESL	503,616	40.7	492,914	40.3	481,881	41.6	478,217	39.6
Citizenship Preparation	3,638	0.3	3,300	0.3	3,261	0.3	4,743	0.4
High School/GED	214,724	17.3	215,703	17.6	198,995	17.2	204,953	17.0
Career Technical Ed.	172,658	13.9	177,195	14.5	158,652	13.7	168,535	14.0
Adults with Disabilities	32,198	2.6	33,613	2.7	30,831	2.7	29,440	2.4
Health and Safety	26,557	2.1	24,700	2.0	24,943	2.2	31,270	2.6
Home Economics	21,059	1.7	19,570	1.6	17,924	1.5	18,813	1.6
Parent Education	57,496	4.6	56,193	4.6	50,436	4.4	62,695	5.2
Older Adults	133,355	10.8	136,108	11.1	128,669	11.1	144,572	12.0
Total	1,238,438	100.0	1,224,261	100.0	1,158,002	100.0	1,206,864	100.0

Source: Comprehensive Adult Student Assessment System 2007

Educational Options in Public Schools

In 2006-07 California's public education system had almost 3,000 schools with one or more educational options programs—1,230 of these schools offered educational options exclusively. Approximately 440,000 students were enrolled in educational options. This is the number of students reported for the California Basic Educational Data System (CBEDS) on a single day in October. However, because of the significant turnover of students in some educational options, this number significantly understates the actual number of students served in a given year.

Educational options include schools or programs of choice and schools or programs to which students are referred involuntarily. Some educational options and alternative programs are administered by other CDE offices and are described elsewhere in this *Fact Book*. A significant number of charter schools also serve as alternatives, and information about them may be found in the Charter Schools section.

CDE services for educational options consist of (1) assisting districts and county offices of education to identify and make effective use of best practices and model schools that meet local requirements; (2) explaining legal options and rights; (3) processing requests for waivers; and (4) assisting with applications for new schools and for appropriate funding.

If you have any questions regarding educational options, contact the Education Options Office, at 916-322-5012. Additional information is available on the Educational Options Web page at <http://www.cde.ca.gov/sp/eo>.

Alternative Schools and Programs of Choice

California *Education Code* Section 58500 et seq. provides for district establishment of alternative schools and programs of choice that are entirely voluntary. Districts can seek waivers of any provision of the *Education Code* for these schools and programs from the State Superintendent of Public Instruction. Alternative schools and programs of choice can vary from open to structured and take many forms.

These schools and programs are often characterized by (1) responsiveness to learning and instructional style differences; (2) the positive consequences of being a school of choice; (3) low rates of violence, vandalism, and antisocial behavior; and (4) small unit size. The effective use of such instructional strategies as independent study, community-based education, focused or thematic education, and flexible scheduling enhances attendance and improves performance.

Magnet Programs and Schools

In 2006-07 magnet programs were offered in 337 schools throughout California for 127,111 students. Magnets are programs in schools or an entire school that students and parents and guardians may choose instead of attending their local school. Many,

but not all, magnet programs reflect a district strategy to achieve racial and ethnic balance by offering special opportunities in curriculum and instruction, generally with the benefit of federal funding.

Diploma Plus High Schools

Diploma Plus high schools are based on an alternative/small school model designed and administered by the Center for Youth Development and Education at the Commonwealth Corporation (CommCorp). The CommCorp has successfully managed the development of 16 Diploma Plus high schools in four states. A Gates Foundation grant awarded to CommCorp supports the addition of four Diploma Plus high schools in California by 2008.

The CommCorp, New Ways to Work, and the CDE are working together to expand the Diploma Plus model in California. A formal application process, conducted from fall 2005 through June 2006, resulted in the selection of the first two Diploma Plus high schools. These schools are in the planning grant phase and will open their doors in 2007. The second application process began in November 2006, and two more schools were selected. These schools will open in September 2008.

Diploma Plus high schools are public schools that offer high school diplomas and comply with all graduation requirements set forth in the California *Education Code*, including passing the California High School Exit Examination. These schools serve youths ages fifteen through nineteen who have not experienced success in the traditional high school setting. These youths may have dropped out and want to reenter school or may still be enrolled and underachieving. The Diploma Plus model provides these students with two to four or more years of education service, depending on their individual needs, and improves academic rigor as well as the transition to postsecondary opportunities. Students gain strong academic and life skills, valuable work experience, and college credits that can be applied to a future college degree.

Community Day Schools

Community day schools (CDSs) are operated by school districts and county offices of education. CDSs serve mandatorily and other expelled students, students referred by a School Attendance Review Board, and other high-risk youth. CDSs are expected to operate in an environment of high-level expectations from staff and students. The 360-minute minimum instructional day includes academic programs that provide challenging curriculum, individual attention to student learning modalities and abilities, and school-to-career and other “real world” connections. CDS programs also focus on the development of pro-social skills and student self-esteem and resiliency. CDSs are intended to have low student-teacher ratios. Students benefit from learning support services that include school counselors and psychologists, academic and vocational counselors, and pupil discipline personnel. Students also receive collaborative services from county offices of education, law enforcement, probation, and human services agency personnel who work with at-risk youths. CDSs are supported by supplemental

apportionments for CDS attendance, in addition to base revenue funding. The laws specific to CDSs are in California *Education Code* sections 48660–48667.

In October 2006, CBEDS reported that 268 districts and 19 county offices of education operated CDSs. While CBEDS shows that 11,380 students were enrolled in 359 CDSs on the reporting day, there is a significant turnover in CDS students as they transition in and out of CDSs throughout the year. Approximately 30,000 students actually were served in CDSs during the 2006-07 school year. Also, the number of CDSs continues to grow. Approximately 400 CDSs are expected to be in operation during the 2007-08 school year.

Continuation Education

Continuation education, an educational option for students since 1919, is a high school diploma program that meets the needs of students sixteen through eighteen years of age who have not graduated from high school, are not exempt from compulsory school attendance, and are deemed at risk of not completing their schooling. The Model Continuation High School Recognition program is a partnership between the CDE and the California Continuation Education Association that identifies outstanding schools and creates a list of quality programs for school visitations.

Students enrolled in continuation education programs often lack enough credits. They may need a flexible educational environment because they are employed or fulfilling family obligations. Minimum attendance is 15 hours per week or 180 minutes daily. However, many continuation high school programs provide a wide spectrum of courses that exceed the minimum daily requirement. In addition to academic courses, the program emphasizes an occupational or a career orientation or a work–study schedule. Supplemental programs may include independent study, regional occupational programs, career counseling, and job placement and apprenticeship programs. In October 2006 there were 519 continuation high schools reporting an enrollment of 71,363.

County Community Schools

County community schools are operated by county offices of education to serve students who are expelled from their regular schools, referred by a School Attendance Review Board or at the request of the pupil's parent or guardian, referred by probation (pursuant to sections 300, 601, 602, 654 of the *Welfare and Institutions Code*), on probation or parole and not in attendance in any school, or homeless.

County community schools' educational programs are characteristically student-centered and adapted to meet individual needs. A minimum day program is 240 minutes. Students are provided with learning opportunities in academic skills, independent life skills, positive self-concepts, and effective relationships with others. Although students may graduate from county community schools, the programs are designed to help students transition to an appropriate educational, training, or employment setting upon the completion of their attendance in the county community

school. The community and receiving school districts are frequently involved in program planning and transition services.

Home and Hospital Instruction

Home and hospital instruction helps students maintain continuity of instruction during a period of temporary disability. Any student with a temporary disability that makes attendance in the student's regular classes or other education program impossible or inadvisable must receive individual instruction provided by the student's school district.

"Temporary disability" means a physical, mental, or emotional disability incurred while a student is enrolled, after which a student can reasonably be expected to return to regular day classes or an educational options program without special interventions.

"Individual instruction" means instruction provided to a student in a hospital or other residential health facility, excluding instruction in state hospitals, in the student's home, or under other circumstances prescribed by the State Board of Education.

Independent Study

Independent study was used by more than 113,890 full-time kindergarten through grade twelve students in 2006-07. It is an alternative instructional strategy that responds to individual student needs and learning styles. Students are required to follow the district-adopted curriculum, and work is governed by a written agreement signed by the student, teacher, parent, and relevant others. Independent study is a voluntary option authorized under California *Education Code* sections 51745–51749.3 and other sections, including 46300(e).

Independent study is available to students from kindergarten through high school as well as to students in adult school who are taking courses to meet the requirements for a high school diploma. Independent study serves a wide variety of students, ranging from child actors and aspiring Olympic athletes to students at risk of dropping out. The flexibility of independent study makes it possible for some students to stay in school—students with health problems and students who are parents or who need to work. Other students choose independent study because it allows them to accelerate or move more slowly in some subjects, to make up ground they have missed in the classroom, or to delve more deeply into areas of special interest. In 2006-07, over 20,000 independent study students graduated from high school or passed a high school equivalency exam.

The CDE encourages students and parents to consider independent study through the local public school system if they are looking for an alternative to classroom instruction. In October 2006, 1,455 schools reported students engaged in independent study.

The CDE has published the *Independent Study Operations Manual* to provide information about legal requirements and program guidelines. Contact the CDE Press Sales Office, at 800-995-4099, to purchase a copy.

Juvenile Court Schools

Each individual county office of education provides mandated compulsory public education services for juvenile offenders who are under the protection or authority of the county juvenile justice system and are incarcerated in juvenile halls, juvenile homes, day centers, juvenile ranches, juvenile camps, or regional youth educational facilities.

Schools provide quality learning opportunities for students to complete a course of study leading to a high school diploma. A minimum day program for juvenile court schools is 240 minutes. Students must complete all required public education assessments (i.e., California High School Exit Examination, Standardized Testing and Reporting Program). Upon release, or after the court terminates jurisdiction, students sixteen through eighteen years of age who are not exempt from compulsory school attendance are required to continue their public education. The community, local school districts, and county office of education provide planning and transition services for these students to support their successful completion of a high school diploma.

Opportunity Education

Opportunity education schools, classes, and programs provide support for students who are habitually truant, irregular in attendance, insubordinate, disorderly while in attendance, or failing academically. Opportunity education provides a supportive environment with specialized curriculum, instruction, guidance, and counseling; psychological services; and tutorial assistance to help students overcome barriers to learning. It is not a permanent placement but is a short-term intervention to ensure that students will succeed when they return to their regular classrooms. The use of the funds for this program is now at the discretion of the administration in each school district that receives funds from the Pupil Retention Block Grant. Approximately 465 districts and county offices of education provide opportunity education.

**Statewide Enrollment in Educational Options Schools and Programs,
2001-02 Through 2006-07**

Program or School	Grade Level	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02
Continuation Schools	K-8	158	328	537	566	416	637
	9-12	71,205	69,273	69,679	67,933	66,415	67,012
Community Day Schools	K-8	2,677	2,598	2,791	2,664	2,735	2,823
	9-12	8,713	8,584	8,402	8,347	7,236	6,346
County Court and Community Schools	K-8	3,440	3,563	3,791	3,796	4,023	4,207
	9-12	27,589	26,227	26,360	26,390	26,527	27,477
Opportunity	1-8	2,389	2,945	3,556	3,486	4,422	5,251
	9-12	5,177	5,352	5,810	5,103	7,101	6,431
Magnet	K-8	83,252	127,086	123,091	120,335	121,981	128,045
	9-12	43,859	70,761	65,781	65,580	59,993	67,066
Independent Study	K-8	29,384	28,115	30,219	27,555	25,831	22,434
	9-12	84,509	79,535	78,802	71,040	70,506	63,582
Other Programs	K-8	30,675	9,228	9,268	7,433	12,612	10,720
	9-12	43,892	21,788	22,896	23,642	25,603	22,038
Grade Totals	K-8	151,975	173,863	173,253	165,835	167,997	169,910
	9-12	284,944	281,520	277,730	268,035	237,778	237,914
State Totals	K-12	436,919	455,383	450,983	433,870	405,775	407,824

Notes: These figures are based on CBEDS data, reflecting the number of students enrolled on a single day in October, when CBEDS data are reported each year. Because of the turnover that occurs as students transition into and out of educational options schools and programs throughout the year, the enrollment numbers in this table undercount, to an unknown but probably significant extent, the number of students actually served by these schools and programs.

School enrollment numbers were obtained from CDE's DataQuest. Prior to 2003-04, the "County Court and Community Schools" category was not used. The enrollment for these schools was included in "Community/Experience Based" and "Other Programs." The grade and state totals for years prior to 2003-04 do not include the "County Court and Community Schools" enrollment numbers due to duplicate count issues. Grade and state totals for 2003-04 through current year include all enrollment numbers.

Charter Schools

A charter school is a public school that may provide instruction in any combination of grades, kindergarten through grade twelve. Parents, teachers, or community members may initiate a charter petition, which is typically presented to and approved by a local school district governing board. The law grants chartering authority to county boards of education and the State Board of Education under certain circumstances, such as the appeal of a petition's denial by a school district governing board or the direct approval of countywide benefit or statewide benefit charter schools.

The specific goals and operating procedures for a charter school are detailed in the agreement between the authorizing entity and the school's organizers (the charter). Charter status frees the school from many of the state statutes and regulations that apply to school districts. The purposes of charter schools are to improve student learning, encourage the use of different and innovative teaching methods, create new professional opportunities for teachers, provide parents and students with expanded educational opportunities within the public school system, and improve student achievement. School charters may include admission requirements that do not constitute illegal discrimination. Charter schools are subject to the following conditions:

- An existing private school may not be converted to a charter school.
- A charter school must be nonsectarian.
- A charter school may not discriminate, nor can it charge tuition.
- No pupil can be required to attend a charter school, nor can teachers be required to work in a charter public school.
- A charter school must have highly qualified credentialed teachers in all core subjects.

In 1992, California was the second state in the nation to adopt public charter school legislation. Currently, about 700 charter schools and nine all-charter districts are operating in California. Of the individual charter schools:

- Approximately 85 percent are start-up schools, with the remainder being conversions of pre-existing public schools.
- Approximately 75 percent are classroom- or site-based, with the remainder being either partially or exclusively nonclassroom-based (independent study).
- Approximately 67 percent are direct funded (i.e., have a separate account in the county treasury), with the remainder being locally funded (i.e., are included in the budget of the chartering authority).

Charter schools are located throughout the state in 49 of California's 58 counties and in rural, suburban, and urban areas. Student populations are diverse and tend to reflect the student populations of the districts in which the charter schools are located. The number of students enrolled in charter schools is anticipated to be approximately 250,000.

Innovative charter schools are providing programs that offer everything, from an emphasis on foreign languages to performing and fine arts. Some charter schools develop partnerships with other public agencies (such as the California Conservation Corps, county government agencies, and local community colleges), and some provide specialized programs (such as a program to place students in work experience settings or a program of comprehensive family services). Although most charter school students attend site-based programs with the look and feel of a traditional classroom, other students participate in programs with research-based alternative learning modalities (such as the Montessori method) or programs that are tailored to the needs of the individual student (such as nonclassroom-based or independent study and virtual programs). In some cases, charter schools focus on dropout recovery, providing a second chance to students who wish to pursue a California high school diploma and who have not been successful in other settings.

All charter schools must participate in the Standardized Testing and Reporting (STAR) program and other state assessments. Charter schools receive an Academic Performance Indicator like all other public schools. An interactive Web-based map on the Charter Schools in California Counties Web page, which affords the public easy access to specific information on charter schools, can be found at <http://www.cde.ca.gov/ds/si/cs/ap1/imagemap.aspx>.

For more information regarding charter schools, contact the Charter Schools Division, at 916-322-6029 or by e-mail at charterschools@cde.ca.gov. Additional information is also available on the Charter Schools Web page at <http://www.cde.ca.gov/sp/cs> and the U.S. Charter Schools Web page at <http://www.uscharterschools.org> (Outside Source).

Private Instruction

Private Schools

Children who are instructed in a private, full-time day school are exempt from public school attendance (California *Education Code* [EC] Section 48222). Private schools must offer instruction in the several branches of study required in the state's public schools.

The California Department of Education is not empowered to license, evaluate, recognize, approve, or endorse any private elementary or secondary school or course. The State of California does not accredit public or private schools. Some schools, however, have elected to be accredited by the Western Association of Schools and Colleges (WASC). For information regarding whether a specific private school has been accredited by WASC, contact WASC, at 650-696-1060. Additional information is also available on the WASC Accrediting Commission for Schools Web site at <http://www.acswasc.org> (Outside Source). Private school owners/administrators are subject to local city and county ordinances (e.g., health, safety, zoning, business license, and so forth) that may be applicable to the operation of private schools.

There is no requirement in the *EC* for a teacher in a private school to hold a state teaching credential. Private school authorities are required to obtain a criminal record summary on every applicant for employment in a position requiring contact with minor pupils except a parent or legal guardian working exclusively with his or her children. Private school authorities may not employ a person before the criminal record summary is received, and they may not employ an applicant who has been convicted of a serious or violent felony unless the applicant has a certain certificate of rehabilitation and a pardon. Private schools are also prohibited from hiring any person who would be prohibited from employment by a public school district pursuant to any provision of the *EC* because of his or her conviction for any crime. On and after July 1, 1999, no person who would be prohibited from employment by a private school because of his or her criminal conviction record may own or operate a private school offering instruction on the elementary or high school level. (*EC* Section 44237, as amended, provides further information regarding these restrictions on hiring and private school ownership or operation.) Persons possessing a valid California teaching credential, and certain others specified in the statute, are exempt from this requirement because the criminal record check is part of the credentialing process.

California private schools serving kindergarten through grade twelve are required by state law to file an informational affidavit with the Professional Development and Curriculum Support Division of the CDE each year between October 1 and October 15. Full-time private schools with physical addresses in California should file on the Private Schools Affidavit Web page at <http://www.cde.ca.gov/sp/ps/rq/affidavit.asp>. In the 2006-07 school year, 3,506 private elementary schools and high schools (with six or more students), enrolling 584,983 students, filed affidavits. This affidavit is not a license. The affidavit is necessary for the pupil's exemption from public school and for the school to

be eligible to receive the appropriate records from the pupil's last school of attendance. School districts have the responsibility to ensure that all school-age children in the district either are in attendance at a public school or are legally exempt. For further information, contact the Elementary Education Office, at 916-319-0839, or by e-mail at privateschools@cde.ca.gov. Additional information is also available on the Private Schools Web page at <http://www.cde.ca.gov/sp/ps>.

The California Private School Directory lists all private schools with an enrollment of six or more students that have filed the informational affidavit. It is published annually on the Private Schools Web page at <http://www.cde.ca.gov/sp/ps/rq>.

Tutoring

Tutoring is a statutory exemption from the compulsory public school attendance law (EC sections 48200 and 48224). The tutor (who may be any person, including a parent/guardian) must have a valid teaching credential for the grade level being taught, and instruction must be in the branches of study required in the public schools. Tutoring must be provided for at least three hours per day for at least 175 days per year.

For more information regarding private instruction, contact the Elementary Education Office, at 916-319-0839 or by e-mail at privateschools@cde.ca.gov. Additional information is also available on the Private Schools Web page at <http://www.cde.ca.gov/sp/ps>.

Private School Enrollment as a Percent of Total Enrollment in California Schools, 1996-97 Through 2006-07

Year	Enrollment		Total	Private school enrollment as percent of total
	Public school	Private school*		
1996-97	5,612,965	615,011	6,227,976	9.9
1997-98	5,727,303	622,965	6,349,968	9.8
1998-99	5,844,111	628,746	6,472,857	9.7
1999-2000	5,951,612	640,802	6,592,414	9.7
2000-01	6,050,895	648,564	6,699,459	9.7
2001-02	6,147,375	635,719	6,783,094	9.4
2002-03	6,244,403	611,350	6,855,753	8.9
2003-04	6,299,015	599,605	6,898,620	8.7
2004-05	6,322,217	591,056	6,913,273	8.5
2005-06	6,312,096	594,597	6,906,693	8.6
2006-07	6,288,237	584,983	6,873,220	8.5

Source: CBEDS data collection, Educational Demographics, October 2006 and 2006-07 Private School Affidavits

*Includes only private schools with six or more students

Additional information is also available on the Private Schools Web page at <http://www.cde.ca.gov/sp/ps/rq>.

Counseling and Student Support

School Counseling Programs

School counseling programs are comprehensive in scope, preventive in design, and developmental in nature. The purpose is to impart specific skills and learning opportunities in a proactive, preventive manner, ensuring that all students, prekindergarten to adult, achieve success in school. The goal of a school counseling program is to increase student learning and achievement by advancing student academic development, career development, and personal and social development.

A counseling program is an integral component of the educational system and is vital in preparing and assisting students to be successful, lifelong learners. School counselors and other members of the student support team (school psychologists, school social workers, child welfare and attendance supervisors, and school nurses) assist students in making decisions, managing emotions, coping with crises, overcoming barriers to learning, and seeking access to the core curriculum. School counselors and members of the support team help students set short-term and long-term goals, improve attendance, reduce and resolve conflicts, and prevent youth suicide. This support team works to create a positive learning environment; teaches self-management skills; acts as advocates for youths; and provides relevant academic, career, and personal/social counseling to enable them to make informed decisions toward their future goals.

School counselors are trained educators possessing a valid credential with a specialization in pupil personnel services (California *Education Code* [EC] Section 49600). As specialists in child and adolescent development, school counselors coordinate the objectives, strategies, and activities of a comprehensive counseling program and serve as representatives on district school guidance teams, such as school attendance review boards.

Resources are available on the Counseling Resources Web page at <http://www.cde.ca.gov/ls/cg/re>. The following list of resources provides valuable direction to school districts and county offices of education in developing program standards and accountability systems in school counseling programs.

- The Support Personnel Accountability Report Card (SPARC), developed by the Los Angeles County Office of Education and the CDE, is a continuous improvement tool that is modeled after the School Accountability Report Card (SARC). It assists schools in promoting their counseling and student support program, improving their program's accountability, and implementing the National Model for School Counseling Programs.
- The National Model for School Counseling Programs, developed by the American School Counselor Association, connects school counseling programs with current educational reform movements. The National Model reflects a comprehensive approach to program foundation, delivery, management, and accountability. The model provides the mechanism through which school counselors and school

counseling teams can design, coordinate, implement, manage, and evaluate their programs for students' success. It provides a framework for the program components that includes the school counselor's role in implementation and the underlying philosophies of leadership, advocacy, and systemic change.

- The National Standards for School Counseling Programs, developed by the American School Counselor Association, assists school counselors, counselor educators, and school leaders in developing comprehensive school counseling and guidance programs. The standards will also assist school districts in developing methods for evaluating the effectiveness of their comprehensive school counseling programs.
- The Tenth-Grade Counseling Program (*EC* sections 48431.6 and 48431.7) requires school districts receiving certain funds to provide a systematic review of each student's academic progress and provide counseling regarding educational options available during the final two years of high school. The purpose of the program is to provide a checkpoint for assessing student progress toward meeting graduation requirements and to broaden the educational and career options for students. It is also intended to give priority for counseling to students who are not progressing satisfactorily toward graduation or who are not motivated to set educational and career goals appropriate to their ability.

This program is included in Assembly Bill 825, the Pupil Retention Block Grant, which combines eight separate appropriations in the Budget Act of 2004. This bill took effect on July 1, 2005.

- The Middle and High School Supplemental Counseling Program is supported by \$200 million ongoing Proposition 98 funding to augment counseling services to all students in grades seven to twelve inclusive. In addition, the law provides for additional counseling services to those students in grades seven to twelve who are far below basic achievement on the English or mathematics portion of the California Standards Tests, in jeopardy of not graduating from high school, or who have not passed one or both parts of the California High School Exit Examination (CAHSEE). This is the largest single allotment of money ever awarded to expand school counseling programs in the State of California. Support for professionals with pupil personnel services credentials, such as professional development, would also be allowable through this funding.

The document *California Results-Based School Counseling and Student Support Guidelines* was written by the staff of the Counseling, Student Support, and Service-Learning Office. This is the first update to the original publication in 25 years. The guidelines use the framework of the American School Counselor Association national model combined with specific information to address the unique population of California. This document will provide guidance to school counselors who want to improve existing school counseling programs or want to implement a new school counseling program.

For more information regarding school counseling programs, contact Cliff Rudnick, Education Administrator I, Counseling, Student Support, and Service-Learning Office, at 916-323-2183 or by e-mail at crudnick@cde.ca.gov. Additional

information is also available on the Counseling and Student Support Web page at <http://www.cde.ca.gov/ls/cg>.

Student Support Programs

The following programs focus on providing schoolwide student support that prevent students from dropping out of school as well as enrich the school climate that leads to their success. These programs are included in Assembly Bill 825, the Pupil Retention Block Grant, which combines eight separate appropriations in the Budget Act of 2005. This bill took effect on July 1, 2005.

- **Comprehensive Student Support Program (CSS).** This is a combination of student support elements and strategies that identify obstacles to academic and school success and provides a richer, more supportive school environment. Research has proven that the CSS program elements help to create a climate that promotes positive morale for students, parents, teachers, and staff. The rich climate contributes to the success of students by providing them with high expectations and opportunities for meaningful participation. This program, based in comprehensive K–12 schools and managed by an outreach consultant, relies on early identification and prevention school strategies, efforts that promote resiliency, formal coordination of services and resources, a strength-based approach, and an incentive focus at the site to support all students, particularly those in high-risk situations. Significant program components include outreach to local resources and services, parental involvement, Student Success Teams, opportunities for student involvement, and the active involvement of the school site council. This program is funded in 336 schools throughout California. The success of the program is clear enough that several unfunded school sites are seeking other sources to fund an outreach consultant to manage the program elements at their sites.
- **Alternative Education Outreach Consultant Program.** This districtwide dropout recovery program works with dropouts and potential dropouts. Program staff members recruit, assess, and counsel students in alternative education settings. The program encourages students to complete their education and provides a variety of educational options to secure the best practical result for students who have not been successful in a traditional comprehensive school site. The program is located in 50 school districts throughout California.
- **Educational Clinics.** This dropout recovery program serves students who have been out of school for at least 45 days or who have been expelled from school. This program does outreach, initial intake, and basic skills testing. It also provides a basic skills curriculum to assist the dropout or expelled student to return to a more traditional education placement.

For more information regarding student support programs, visit the Dropout Prevention Web site at <http://www.cde.ca.gov/ls/ai/dp>.

Foster Youth Services Programs

Foster Youth Services (FYS) programs provide support services to reduce the traumatic effects students suffer from being displaced from family and school and to increase the stability of placements for foster children. FYS programs have the ability and authority to ensure that health and school records are obtained to establish appropriate placement and coordinate instruction, counseling, tutoring, mentoring, vocational training, emancipation services, training for independent living, and other related services. These programs increase the stability of placements for foster children and youths. Their services are designed to improve the children's educational performance and personal achievement, directly benefiting the children as well as providing long-range cost savings to the state.

FYS programs work through interagency collaboration with social workers, probation officers, group home staff, school staff, juvenile detention staff, caregivers, current and former foster youths, child welfare agencies, probation departments and community service agencies to influence foster children's day-to-day routines, both during and after school. FYS programs may also collaborate with, complement, and supplement a variety of existing support services to help ensure delivery of comprehensive support services to foster children and youths. These services include Title I, Neglected and Delinquent Youth (Public Law 103-382) program services, Healthy Start Services, services provided by special education local plan areas (SELPA), and Independent Living Programs, to name a few.

FYS programs are funded on a three-year cycle through a noncompetitive grant process. Eligible applicants include county offices of education or a consortium of counties as a single applicant and the six core school districts specified in *EC* Section 42920. There are FYS grant-funded programs in 57 of California's 58 counties.

Chapter 862, Statutes of 2004 (Assembly Bill 490, Steinberg) includes a provision that requires all districts to appoint an educational liaison with prescribed duties to ensure appropriate and timely educational placement and equal opportunities for foster youths. These educational liaisons are supported by FYS programs in local programs.

In addition to the 57 countywide and 28 juvenile detention FYS programs operated through county offices of education, there are district FYS programs operated through six core districts as specified in California *Education Code* Section 42920. All FYS programs provide educational and support services to foster youths residing in licensed foster homes. Chapter 75, Statutes of 2006, contains a new provision for education-based services to foster youths in county-operated juvenile detention facilities.

For more information regarding the FYS program, contact the Counseling, Student Support, and Service-Learning Office, at 916-323-2183 or by e-mail at fosteryouth@cde.ca.gov. Additional information is also available on the FYS Web page at <http://www.cde.ca.gov/ls/pf/fy>.

Safe Schools and Violence Prevention

All California Department of Education (CDE) programs have an effect on the learning environment and therefore on school safety. The programs described below are the primary activities that have the improvement of school safety as the principal goal.

- **School Safety and Violence Prevention (SSVP Act/AB 1113).** This program provides approximately \$95 million annually for a block grant to school districts serving youths in grades eight through twelve, based primarily on student enrollment. Approximately \$1 million is allocated to county offices of education, also based on enrollment. These funds may be used for all violence-prevention strategies, including implementing science-based violence-prevention programs, hiring personnel trained in conflict resolution, providing on-campus communication devices, establishing staff training programs, and establishing cooperative arrangements with law enforcement.
- **Safe and Drug-Free Schools and Communities Act (SDFSC).** This program, funded by the No Child Left Behind Act, provides approximately \$32 million annually for school- and community-based alcohol-, drug-, and violence-prevention programs. The two primary elements of the program are (1) the maintenance of a statewide leadership program operated through county SDFSC coordinators who provide training, technical assistance, and leadership to school districts in the implementation of a prevention program; and (2) CDE leadership of the statewide transition to the use of science-based prevention programs. The program is administered by the Safe and Healthy Kids Program Office. For more information regarding the SDFSC, visit the Safe and Drug-Free Schools and Communities Act Web page at <http://www.cde.ca.gov/ls/he/at/safedrugfree.asp>.
- **School Community Violence Prevention (SCVP).** Assembly Bill 825 of 2004 created a new school violence-prevention grant program by collapsing all previous appropriations for school violence-prevention grants into one program. Grants are for a maximum of \$500,000 for a grant term of five years, and they may be used to address any unmet violence-prevention needs, including gang prevention and intervention. Successful applications will have demonstrated:
 1. A strong collaborative process that includes school staff, local law enforcement, families, students, and community members
 2. Significant school safety needs as identified by a needs analysis conducted by the collaborative group
 3. A plan, created by the collaborative, which uses prevention programs of demonstrated effectiveness to address the identified needs
 4. Coordination of the SCVP grant with existing school safety activities funded by other fund sources
- **School/Law Enforcement Partnership (S/LEP).** Since 1983, the State Superintendent of Public Instruction and the State Attorney General have unified their efforts and resources through the S/LEP. The S/LEP highlights collaborative

programs that involve members of the entire school community, especially local law enforcement. The partnership offers information to all local educational agencies through publications, training, and conferences. Training on three topics is offered statewide: safe school planning, crisis preparedness and response, and bullying prevention and intervention. This training is conducted by law enforcement and education professionals.

For more information regarding safe schools and violence prevention, contact the Safe and Healthy Kids Program Office, at 916-319-0920. Additional information is also available on the Safe Schools Web page at <http://www.cde.ca.gov/ls/ss>.

Child Care and Development Programs

California has long been a leader in the nation in recognizing the value of quality child care and development programs for infants, toddlers, prekindergarten children, and school-age children. For more than 63 years, the California Department of Education (CDE) has developed and funded agencies throughout the state so that families can find safe, healthy, and educationally enriched environments for their children that are staffed by competent, caring adults. Funding is provided for services to low-income families, including welfare recipients, in licensed center-based programs; licensed family child care homes; and license-exempt settings, such as a family's own home or the home of a relative or neighbor.

Three major trends have recently focused public attention on the value of children's preschool education: (1) the unprecedented labor force participation of women with young children, which is creating a pressing demand for child care; (2) an emerging consensus among professionals and, to an even greater extent, among parents that young children should be provided with educational experiences; and (3) the accumulation of convincing evidence from research that young children are more capable learners than current practices reflect and that good educational experiences in the preschool years can have a positive impact on later school learning.

In California, preschools, particularly publicly funded ones, have had a long, successful history. Today, well over half (62 percent) of all California's young children attend preschool or Head Start programs prior to kindergarten.

In 2006, Assembly Bill 172 was signed into law, creating a new prekindergarten and family literacy program. These new programs are available to eligible children the year before kindergarten enrollment. Programs must be located within the attendance area of elementary schools in deciles one to ten, inclusive, based on the 2005 Academic Performance Index. The new prekindergarten and family literacy programs provide age- and developmentally appropriate activities for children that are designed to facilitate their transition to kindergarten and opportunities for parents and legal guardians to work with their children on interactive literacy activities. The 2007 Budget Act includes funding for the program as follows: \$45 million for prekindergarten services, \$5 million for literacy activities, and \$5 million to provide full-day services. When fully implemented, the program will provide services to over 12,000 children annually.

The child care and development system administered by the CDE continues to be the largest, most culturally diverse, and most comprehensive in the nation, with funding at over \$2 billion for fiscal year (FY) 2007-08. The CDE maintains approximately 1,540 service contracts with approximately 788 public and private agencies supporting and providing services to 510,192 children (state FY 2005-06). Contractors include school districts, county offices of education, cities, local park and recreation districts, county welfare departments, other public entities, community-based organizations, and private agencies.

The CDE works collaboratively to develop a streamlined and consolidated state plan for early care and education services that meets the needs of California's families and children. This collaboration includes Head Start and Early Head Start through a federal grant to support the California Head Start-State Collaboration Office housed in the CDE. The CDE also works collaboratively with First Five California to improve the quality and availability of child care and development programs statewide.

Three other programs connect early childhood education, parental involvement, and family literacy services for families in California. These include the William F. Goodling Even Start Family Literacy, Migrant Education Even Start, and American Indian Early Childhood Education programs.

Currently, more than a dozen CDE-administered programs are designed to meet the varied needs of California's families. The eligibility for federally and state-subsidized services continues to be based primarily on income and need, with additional criteria depending on program type and funding source. The CDE is committed to maximizing parental choice of care and to improving the availability and quality of infant, preschool, and before- and after-school services. Services to children at risk of abuse, neglect, and exploitation and children receiving protective services through county welfare departments remain a top priority. The CDE has also implemented several initiatives to support and assist child care and development programs to create welcoming and inclusive environments for children with exceptional needs.

For more information regarding child care and development programs, please contact the Child Development Division, at 916-322-6233. Additional information is also available on the Child Development Web page at <http://www.cde.ca.gov/sp/cd>.

Child Care and Development Program Appropriations, 2007-08

Program	State General Fund	Federal Child Care and Development Fund	Total
State Preschool	\$441,854,000	-	\$441,854,000
General (Center-Based) Programs	719,386,000	\$85,263,000	804,649,000
Migrant Child Care	35,159,000	5,411,000	40,570,000
Alternative Payment (AP) Program	112,258,000	144,779,000	257,037,000
AP-Stage 2 CalWORKs	418,459,000	55,976,000	474,435,000
AP-Stage 3 CalWORKs	163,032,000	241,951,000	404,983,000
Resource and Referral	19,438,000	-	19,438,000
Extended Day Care (Latchkey)	35,890,000	--	35,890,000
Bay Area Handicapped Program	1,997,000	--	1,997,000
California Child Care Initiative	250,000	--	250,000
Quality Initiatives	15,320,000	53,649,000	68,969,000
Local Planning Councils	887,000	5,750,000	6,637,000
Centralized Eligibility List (CEL)	--	7,900,000	7,900,000
Carryover	4,000,000	--	4,000,000
Total	\$1,967,930,000	\$600,679,000	\$2,568,609,000

Family Literacy Program Appropriations, 2007-08

Program	State General Fund	Federal Child Care and Development Fund	Total
William F. Goodling Even Start Family Literacy Program	--	\$13,144,500	\$13,144,500
Migrant Education Even Start	--	5,722,320	5,722,320
American Indian Early Childhood Education	\$661,997	--	661,997
Total	\$661,997	\$18,866,820	\$19,528,817

Nutrition Services

The California Department of Education (CDE) provides leadership and support of nutrition services to enhance the health, well-being, development, and educational potential of California's children, adults, and families.

The State Superintendent of Public Instruction has made nutrition, health, and physical education a top priority during his tenure. These issues are outlined on the Healthy Children Ready to Learn Web page at <http://www.cde.ca.gov/eo/in/se/yr05healthychildrenwp.asp>. The CDE has actively pursued creative approaches to addressing childhood obesity and other health issues and has produced reports by the Superintendent's Task Force on Obesity, Type II Diabetes, and Cardiovascular Disease and the Advisory Committee on Nutrition Implementation Strategies. In addition, Superintendent O'Connell is partnering with Health and Human Services Agency Secretary Kim Belshé to convene a Child Care Strategic Assessment Advisory Group to promote and improve the nutrition environment in preschools and child care.

Meal Programs

In California, more than 4.5 million nutritious meals are served on average each day at approximately 45,000 locations funded by the U.S. Department of Agriculture (USDA) through the National School Lunch, School Breakfast, Summer Food Service, and Child and Adult Care Food Programs. The CDE disburses approximately \$1.65 billion in federal and state funds to support schools, child care centers, family day care homes, adult care centers, park and recreation centers, and other eligible agencies in providing nutritious meals and snacks. In addition, the CDE distributed nearly \$95 million in USDA-donated food to eligible public and private nonprofit agencies throughout the state for use in preparing meals.

The CDE also administers the:

- Special Milk Program, which assists schools, summer camps, and eligible agencies in providing over 4.3 million one-half pint servings of milk to children annually.
- Commodity Supplemental Food Program, which monthly provides over 53,000 low-income, breastfeeding mothers, pregnant women, children under age five, and the impaired elderly with USDA-donated foods designed to meet their nutritional needs.

The CDE provides nutrition and food service education and training to child nutrition program operators and educators, collaborates with numerous education, health, and nutrition-allied organizations, and is affiliated with advocacy and professional organizations.

Federal law required districts participating in the National School Lunch or Breakfast Program to adopt a local school wellness policy by the beginning of the

2006-07 school year, and the CDE is providing leadership and resources to support implementation and evaluation of this law. At a minimum, the policy must include:

- Goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness
- Nutrition guidelines for all foods available on each campus during the school day
- A plan for measuring implementation of the wellness policy

The law further requires that parents/guardians, students, school food service professionals, school administrators, school board members, and members of the public be involved in the development of the policy.

State laws have recently been enacted that limit fat, trans fat, sugar, and other foods and beverages sold outside the school meal programs. Also, the CDE secured a \$0.05 per meal increase in state meal reimbursement, which represents a 40 percent increase. Coupled with the meal increase were nutrition standards restricting foods from being deep fried or containing trans fat, consistent with the CDE's efforts to improve the nutrition integrity of school meals.

In addition, the CDE implemented the California Fresh Start Pilot Program to promote the consumption of fresh fruits and vegetables by providing \$18.2 million in funding for school breakfast programs. Over half of eligible schools participated in this pilot program, which the University of California, Berkeley, found to significantly increase the number of school breakfasts containing servings of fresh fruits or vegetables.

The CDE provided \$10.8 million in California Instructional School Garden Program grants to 3,849 schools during 2007-08. School garden programs provide students with hands-on experience in growing food in a real-life setting and an opportunity to eat what they sow. School gardens also help students learn healthy eating habits. For more information regarding school gardens, please visit the A Garden in Every School Web page at <http://www.cde.ca.gov/ls/nu/he/garden.asp>.

For more information regarding nutrition services, contact the Nutrition Services Division, at 916-445-0850 or 800-952-5609. Additional information is also available on the Nutrition Web page at <http://www.cde.ca.gov/ls/nu>.

English Learner Students

In the 2006-07 school year, there were nearly 1.6 million English learners in California public schools, nearly the same level as in 2005-06. The California Department of Education provides assistance to local schools and districts to achieve the following goals:

- Offer instruction to promote the English language development (ELD) of English learners so that these students reach levels of proficiency commensurate with native speakers of English.
- Eliminate the academic gap that separates English learners from their native English-speaking peers.
- Support English learners to help them achieve, within a reasonable period of time, the same rigorous grade-level academic standards that are expected of all students.

Basic Facts—California Language Census, Spring 2007

English learners constitute a significant portion of California public school students:

- The 1,568,661 English learners constitute almost 25 percent of the total enrollment in California public schools.
- The number of students who speak a language other than English in their homes is 2,717,541. This represents about 43 percent of the state's public school enrollment.
- The majority of English learners (68 percent) are enrolled in the elementary grades, kindergarten through grade six. The rest (31 percent) are enrolled in the secondary grades, seven through twelve and (1 percent) are in the ungraded category.

English learners come from many language groups, but approximately 95 percent speak one of the top ten languages in the state: (1) Spanish, 85.3 percent; (2) Vietnamese, 2.2 percent; (3) Pilipino (Filipino or Tagalog), 1.4 percent, (4) Cantonese, 1.4 percent; (5) Hmong, 1.3 percent; (6) Korean, 1.1 percent; (7) Mandarin, 0.8 percent; (8) Punjabi, 0.6 percent; (9) Arabic, 0.5 percent, and (10) Armenian, 0.5 percent.

English learners are placed in specific instructional settings in accord with the statutes and regulations established by Proposition 227:

- A total of 808,810 (51.6 percent) English learners are enrolled in structured English immersion settings.

There are 1,534,487 English learners who receive various combinations of different instructional services regardless of program placements:

- A total of 171,903 receive only ELD instruction in addition to the regular school program.
- A total of 829,476 receive at least one period of ELD and two periods of specially designed academic instruction in English (SDAIE) and sheltered instruction in subjects such as mathematics or social science, in addition to the regular school offerings.
- A total of 326,439 receive, in addition to ELD and SDAIE, at least two periods of subject matter instruction facilitated by primary language support.
- A total of 87,700 receive, in addition to ELD, and often in combination with SDAIE and/or primary language support, at least two subject matter periods taught through primary language instruction.
- A total of 118,969 receive English learner instructional services other than those described above.
- A total of 34,174 English learners do not receive any instructional services required for English learners.

English learners are taught by a wide range of instructional staff:

- The number of teachers who hold a bilingual teaching authorization and are assigned to provide primary language instruction is 5,897.
- The number of teachers who hold a California Commission on Teacher Credentialing (CCTC) credential, certificate, or authorization to provide ELD and/or SDAIE instruction is 179,019.
- The number of bilingual paraprofessionals who were assigned to teachers for providing primary language support or instruction to English learners is 14,873.

For more information regarding English learner students, contact the Language Policy and Leadership Office for program policy questions, at 916-319-0845 or the Educational Demographics Office for data collection questions, at 916-327-0219. Additional information is also available on the English Learner Web site at <http://www.cde.ca.gov/sp/el>. To access the California Department of Education's database containing demographic information on language minority students, visit the DataQuest Web site at <http://data1.cde.ca.gov/dataquest> and look for reports related to English learners.

Number of English Learner Students in California Public Schools, 2002-03 Through 2006-07

Language	2006-07	2005-06	2004-05	2003-04	2002-03	Percent increase between 2002-03 and 2006-07
Albanian	111	119	140	163	150	-26.00
Arabic	8,430	7,876	7,646	7,556	7,751	8.76
Armenian	7,859	8,655	9,698	10,660	11,727	-32.98
Assyrian	667	595	650	656	706	-5.52
Bengali	489	474	381	N/A	N/A	N/A
Bosnian	N/A	N/A	N/A	264	247	N/A
Burmese	452	456	422	432	536	-15.67
Cantonese	21,388	22,756	22,475	22,867	24,004	-10.90
Cebuano (Visayan)	470	445	395	389	417	12.71
Chaldean	549	541	543	649	668	-17.81
Chamorro (Guamanian)	45	44	41	48	64	-29.69
Chaozhou (Chiuchow)	547	568	589	573	696	-21.41
Croatian	N/A	N/A	N/A	181	159	N/A
Dutch	195	185	184	152	163	19.63
Farsi (Persian)	5,506	5,442	5,565	5,650	5,643	-2.43
Filipino (Pilipino or Tagalog)	21,435	20,556	20,939	20,895	20,650	3.80
French	1,136	1,022	1,007	962	1,023	11.04
German	798	643	625	639	708	12.71
Greek	159	162	173	187	204	-22.06
Gujarati	1,157	1,123	1,175	1,153	1,155	0.17
Hebrew	965	957	1,004	948	902	6.98
Hindi	3,838	3,859	3,994	4,172	4,251	-9.72
Hmong	21,047	21,907	22,776	23,423	25,199	-16.48
Hungarian	178	179	195	178	191	-6.81
Ilocano	1,193	1,208	1,296	1,387	1,730	-31.04
Indonesian	1,106	1,049	1,002	1,043	1,186	-6.74
Italian	301	305	288	290	294	2.38
Japanese	4,869	4,673	4,582	4,764	4,814	1.14
Khmer (Cambodian)	7,854	8,469	9,563	10,011	11,360	-30.86
Khmu	117	127	137	160	155	-24.52
Korean	16,732	16,091	16,463	17,132	17,627	-5.08
Kurdish (Kurdi, Kurmanji)	303	316	324	332	351	-13.68
Lahu	301	299	311	357	386	-22.02
Lao	3,446	3,710	4,055	4,573	5,120	-32.70
Mandarin (Putonghua)	12,719	12,452	11,825	11,347	12,105	5.07
Marshallese	204	132	122	126	128	59.38
Mien (Yao)	1,806	2,101	2,443	2,837	3,429	-47.33
Mixteco	938	743	720	666	603	55.56
Pashto	817	796	762	732	717	13.95
Polish	269	290	281	296	323	-16.72
Portuguese	1,965	2,020	2,096	2,021	2,267	-13.32
Punjabi	9,283	9,138	9,259	8,977	8,751	6.08
Rumanian	958	1,019	1,078	1,208	1,057	-9.37
Russian	7,164	7,547	7,678	7,654	7,980	-10.22
Samoan	1,449	1,479	1,648	1,574	1,676	-13.54
Serbo-Croatian (Bosnian, Croatian, Serbian)	509	562	663	249	349	45.84
Somali	1,293	999	928	N/A	N/A	N/A
Spanish	1,338,611	1,341,369	1,357,778	1,359,792	1,348,934	-0.76
Taiwanese	242	277	299	301	316	-23.42
Thai	1,423	1,430	1,417	1,535	1,657	-14.12
Tigrinya	389	414	393	356	348	11.78
Toishanese	170	202	244	250	272	-37.50
Tongan	1,591	1,672	1,678	1,716	1,801	-11.66
Turkish	338	318	298	280	269	25.65
Ukrainian	2,324	2,464	2,548	2,391	2,477	-6.18
Urdu	2,576	2,558	2,587	2,620	2,753	-6.43
Vietnamese	34,356	34,263	34,333	34,444	36,574	-6.06
Other non-English languages	13,624	11,368	11,809	14,317	14,519	-6.16
State totals	1,568,661	1,570,424	1,591,525	1,598,535	1,599,542	-1.93

Source: Language Census, March 2007, Educational Demographics

Note: The term English learner (EL) has replaced the term limited-English-proficient (LEP).

Educational Partnerships

Parent/Family Involvement

California has been an unparalleled leader in advocating partnerships among families, teachers, and schools to help children succeed academically and develop as socially, physically, and emotionally healthy individuals. In 1989, the State Board of Education (SBE) adopted, and revised in 1994, a policy on parent/family involvement that encourages local school boards to establish comprehensive, long-term efforts to involve families in their children's education (<http://www.cde.ca.gov/be/ms/po/policy89-01-sep1994.asp>).

The State Board of Education policy recommends that districts and schools initiate partnerships that support six effective roles for families and educators:

1. Help parents develop parenting skills to meet the basic obligations of family life and foster conditions at home which emphasize the importance of education and learning.
2. Promote two way (school-to-home and home-to-school) communication about school programs and students' progress.
3. Involve parents, with appropriate training, in instructional and support roles at the school and in other locations that help the school and students reach stated goals, objectives, and standards.
4. Provide parents with strategies and techniques for assisting their children with learning activities at home that support and extend the school's instructional program.
5. Prepare parents to actively participate in school decision making and develop their leadership skills in governance and advocacy.
6. Provide parents with skills to access community and support services that strengthen school programs, family practices, and student learning and development.

The State Legislature passed the first parent involvement law in the nation in 1990 (*Education Code (EC) 11500-11506*, <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=11001-12000&file=11500-11506>). This law requires all school districts to adopt a parent involvement policy approved by their local school boards. In addition, the law requires districts with designated categorical programs to have a parental involvement program.

The *California Strategic Plan for Parent Involvement in Education* (1992) recommends the following ways in which all levels of the educational system may comply with state and federal mandates for parent/family involvement:

1. California citizens will recognize and support family-school involvement as an integral part of every school system.

2. Each school district will develop a written framework and provide support for family-school involvement through grade twelve.
3. Schools will design parent involvement programs that influence the successful growth and development of children.
4. Teachers and administrators will reach out to families of diverse cultural and ethnic backgrounds to increase family-school partnerships.
5. Schools will maximize opportunities for parents and other community members to participate in and support children's education at the elementary school, middle school, and high school levels.
6. School districts will establish incentive programs in schools to encourage teachers to extend the school curriculum to the home.
7. Parents will have access to the resources and training needed to strengthen the learning environment of their young children during the preschool years.
8. School districts will use available resources and pursue funding and support from public and private sources to meet the goals, strategies, and activities in the California Strategic Plan for Parental Involvement in Education.

The Family-School Partnership Act of 1994, expanded by Assembly Bill 47 (1997), permits parents, grandparents, and guardians to take up to 40 hours of leave time from work to participate in their child's licensed day care through twelfth-grade educational activities. Additional information is available on the Parent Involvement Web site at <http://www.cde.ca.gov/ls/pf/pf>. A series of "parents' rights" were defined by EC 51100–51102, <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=51001-52000&file=51100-51102>.

Major state and federal education reform efforts emphasize the importance of family and community involvement to increase student achievement and strengthen public schools. The federal No Child Left Behind (NCLB) Act of 2001, Section 1118, requires the adoption of district and site-level Title I parent involvement policies to support students in attaining high academic standards, and family-school compacts that express the shared responsibilities of schools and parents as partners in students' success <http://www.cde.ca.gov/sp/sw/t1/title1pf.asp>. State law requires parent involvement programs for schools that receive Title I funds (EC 11503) and parent involvement policies for non-Title I schools (EC 11504) <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=11001-12000&file=11500-11506>.

As required by state law, the California Department of Education (CDE) identified model compacts that were approved by the State Board of Education. Samples of family-school compacts are available on the Parent Involvement Web site at <http://www.cde.ca.gov/ls/pf/pf> and are intended to assist school districts and schools in developing and using the compacts to encourage a closer working partnership between home and school.

NCLB also requires a variety of parental notifications that cover topics such as the professional qualifications of the child's teacher; services provided by and qualifications of paraprofessional staff; notification when the child has been taught for four or more weeks by a teacher who is not highly qualified; the level of achievement of the child in

required state academic assessments; English learner program requirements; the parental involvement policy; and program improvement status and related options, such as choice and supplemental services. A brochure, *Parental Involvement in Title I Schools*, is available from the Title I Policy and Partnerships Office at (916) 319-0854 and on the Title I Web site at <http://www.cde.ca.gov/sp/sw/t1/titlelpf.asp>.

The CDE has created a Family Area Network (FAN) to assist educators, families, community-based organizations, and governmental agencies to implement laws and regulations on family involvement; to identify best practices for involving families in the education of their children; and to identify and develop partnership strategies. An e-mail mailing list, FANmail, is maintained to disseminate information through e-mail to interested parties who sign up on the FANmail Web site at <http://www.cde.ca.gov/ls/pf/pf>. Resources about parental/family involvement are available on the Parent Involvement Web site at <http://www.cde.ca.gov/ls/pf/pf/resources.asp>.

For the fourth time in as many years, the CDE has received a Partnership State Award from the National Network of Partnership Schools (NNPS) at Johns Hopkins University in Baltimore. The CDE, a member of NNPS since 1998, has been honored for making excellent progress in developing its leadership on partnerships and for guiding districts and schools in developing comprehensive programs of school, family, and community partnerships that help students succeed in school.

“California is demonstrating that research-based approaches can be used to increase family and community involvement in ways that contribute to student success in school,” said Dr. Joyce L. Epstein, Director of NNPS. The NNPS was established by researchers at the Johns Hopkins University in Baltimore, Maryland, and brings together schools, districts, and states that are committed to developing and maintaining comprehensive programs of school, family, and community partnerships. To obtain more information about the NNPS, visit the NNPS Web site at <http://www.partnershipschools.org>.

The CDE will continue to strengthen its leadership of school, family, and community partnerships to help districts and school develop effective programs. For more information about California’s partnership program, contact Rosie Thomas, Title I Programs and Partnerships Office, (916) 319-0745, rthomas@cde.ca.gov.

Parent Information and Resource Centers

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRC1 (Project Inspire) at the California Association of Bilingual Education, Covina, and PIRC2 (Cal-PIRC) at Cambridge Academies, Modesto. <http://www.nationalpirc.org/directory/CA-7.html>

PIRC1, Project Inspire, is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 2011. A list of workshop topics and a brochure in English

and Spanish that describes services are available at http://www.bilingualeducation.org/programs_parent.php. Workshops are available in multiple languages.

PIRC2, Cal-PIRC, has established three Parent Information and Resource Center hubs in Northern and central California. CalPIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 2011. Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong. <http://www.calpirc.org>

William F. Goodling Even Start Family Literacy Program

The William F. Goodling Even Start Family Literacy Program provides low-income families with integrated literacy services for parents and their young children (birth through age seven). Even Start is primarily a state-administered discretionary grant program. Through a competitive process, states fund integrated family literacy services that include early childhood education, adult literacy or adult basic education, and parenting education. Local educational agencies, other public entities, and community-based organizations collaborate to provide services in 78 projects in California. Projects may be funded for four years, contingent on adequate annual progress on Even Start performance indicators for adults and children.

The William F. Goodling Even Start Family Literacy Program began in 1989 and was reauthorized in 2001 as Title I, Part B, Subpart 3 of No Child Left Behind. For more information on Even Start, contact the Child Development Division, Even Start Office, at 916-319-0848. Additional information is also available on the Even Start Web page at <http://www.cde.ca.gov/sp/cd/op/evenstart.asp>.

American Indian Education Centers

In 1974, California set an example for the nation in its goal to honor historical obligations to educate American Indian people by establishing the American Indian Education Center Program. Created through legislation (Senate Bill 2264: California *Education Code* Article 6, sections 33380—33383), the program is intended to offer educational services that promote American Indian student academic success by providing community-based programs to address the unique academic and cultural needs of American Indian students in California public schools. American Indian Education Center staff assists schools with professional development, counseling, tutorial services, and parental education. Staff members also provide supplemental and extended-day instructional programs to meet the needs of American Indian students. A desired outcome of these activities is to create a skilled, educated workforce in the American Indian community and in California. A list of the centers may be found on the American Indian Education Centers Funding Results Web page at <http://www.cde.ca.gov/fg/fo/r22/aiec07result.asp>.

For more information on American Indian Education Centers, contact Judy Delgado, Consultant, Migrant, Indian, and International Education Office, at 916-319-0506 or by e-mail at judelgado@cde.ca.gov. Additional information is available on the American Indian Web page at <http://www.cde.ca.gov/sp/ai>.

Coordinated School Health

Only when students are healthy can schools fully meet their goals. If school-age children are not in good health, they are less attentive, unable to keep up with their demanding schedules, and more likely to miss school due to illness—all factors hindering academic achievement. Therefore, schools need to address health-related concerns and provide students with the knowledge to prevent health-related problems.

Coordinated school health addresses eight different aspects of health and education: health education; physical education; health services; nutrition services; counseling, psychological, and social services; healthy school environment; health promotion for staff; and parent and community involvement. The coordinated school health model promotes collaboration—school staff, families, youths, and communities working together to address these components.

A coordinated approach to school health is a powerful way to reinforce healthy behaviors and empower students with the knowledge, skills, and judgment to help them make smart choices in life. However, schools cannot single-handedly address youths' health-related needs. Creating a school/community environment that truly allows youths to reach their greatest potential can be accomplished only by strong partnerships among youths, families, schools, local government, faith-based organizations, businesses, local health agencies, and others. Districts that successfully implement the coordinated school health model designate a staff person to be the school health coordinator to provide leadership and institute a school health council with a broad base of school, community, and parental involvement. Recommendations on achieving this goal may be found in *Building Infrastructure for Coordinated School Health—California's Blueprint*, a report published by the California Department of Education (CDE). The *Blueprint* is available on the Coordinated School Health Web page at <http://www.cde.ca.gov/ls/he/cs/documents/blueprintfinal.pdf>.

For more information on coordinated school health, contact the School Health Connections/Healthy Start Office, at 916-319-0914. Additional information is also available on the Coordinated School Health Web page at <http://www.cde.ca.gov/ls/he/cs>.

Healthy Start

The Healthy Start Support Services for Children Act (Healthy Start Initiative) provides comprehensive, school-community integrated services and activities to improve the lives of children, youths, and families. Planning, operational, and combined grants that include planning and operations are awarded to local educational agencies and their collaborative partners for locally coordinated, school-linked services. The services

include health and dental care, mental health counseling, family support and parenting education, academic support, health education, safety and violence prevention, youth development, employment preparation, and others.

Planning grants of \$50,000 are awarded over a two-year period, and operational grants provide \$400,000 for up to a five-year period. Combined grants of up to \$450,000 are awarded over a seven-year period. The grant awards depend upon annual appropriations under the Budget Act. Since its inception in 1991-92, Healthy Start has provided 823 planning grants, 651 operational grants, and 19 combined grants, benefiting more than two million children and their families throughout California.

The results of statewide evaluations for the past several years show increases in test scores, improvements in children's classroom behavior, and greater parent involvement in Healthy Start schools. Findings from a 1999 evaluation of Healthy Start showed that test scores for schools in the lowest quartile improved substantially. Reading scores for the lowest performing elementary schools increased by 25 percent, and math scores increased by 50 percent. Individual students in the lowest quartile showed similar improvement. A major goal of Healthy Start is to build capacity at the school site to sustain these supports and services with other resources when the grant has ended.

For more information on Healthy Start, contact the School Health Connections/Healthy Start Office, at 916-319-0914. Additional information is also available on the Healthy Start Web page at <http://www.cde.ca.gov/ls/pf/hs>.

The California Healthy Kids Survey

The California Healthy Kids Survey (CHKS) is a comprehensive data collection system that provides essential health risk assessment and resilience information to schools, districts, and communities. This survey is required for districts receiving Title IV Safe and Drug-Free Schools and Communities and Tobacco-Use Prevention Education funding. The CHKS is easily customized, confidential, voluntary, and anonymous. Targeted at grades five through twelve, it enables schools and communities to collect and analyze valuable data regarding local youth health risks, assets, and behaviors. The survey is designed to be part of a comprehensive data-driven decision-making process to help build more effective health, prevention, and youth development programs.

At the heart of the CHKS is a research-based core module that provides valid indicators of drug use, violence, crime, and physical and mental health. The core, together with the Resilience and Youth Development Module, is used to collect all the student data needed for compliance with the No Child Left Behind Act and allows comparison with state and national data. In addition, there are five supplementary modules to choose from at the secondary school level that ask detailed questions on specific topics. Individual modules assess tobacco use; drug use and violence; diet, physical activity, and general health; and sexual behavior and HIV/AIDS risks. There is also a custom module incorporating additional questions targeting topics of local interest.

Beginning with the 2004-05 school year, schools began administering the Staff School Climate Survey. Its purpose is to obtain staff perceptions of student behavior and attitudes, school programs and policies, and the overall school climate. The survey deals with such issues as truancy, safety, harassment, substance use, school connectedness, and learning supports.

For more information on the California Healthy Kids Survey, contact the Safe and Healthy Kids Program Office at 916-319-0920, or e-mail Greg Wolfe at gwolfe@cde.ca.gov. More information is available on the California Healthy Kids Survey Web page at <http://www.cde.ca.gov/ls/yd/re/chks.asp>.

Youth Development

Youth development provides youths with the critical supports and opportunities needed to thrive academically, socially, and emotionally even when they are challenged by risk and adversity. Youth development strategies are gaining increasing support as new research demonstrates that “school connectedness” is the primary school-related factor that consistently protects students from engaging in unhealthy behaviors. School connectedness is fostered when students feel a sense of belonging at school and find teachers to be fair and caring.

Youth development shifts the focus from deficits to assets and from fixing negative behaviors to building youths’ strengths. Research has found that critical developmental assets for youths include a positive school climate, teacher caring, clear rules and consequences in the school, and school staff members who communicate high expectations equally for all students including poor, minority, special needs, and non-English-speaking students.

Resilience is a capacity for healthy development innate to all people. Young people are naturally motivated to fulfill their need for love, belonging, respect, identity, power, mastery, challenge, and meaning. When young people experience school environments rich in opportunities to experience caring relationships, high expectations, and meaningful participation, these needs are met. All schools can measure the extent to which their students experience these protective factors by using the Healthy Kids Survey’s Resilience & Youth Development Module (RYDM). For more information regarding resilience and youth development, visit the WestEd Web site at http://www.wested.org/pub/docs/hks_resilience.html (Outside Source).

Creating a positive school climate, one that fosters students’ engagement in learning and connection to school, requires a schoolwide approach that includes:

- An emphasis on caring relationships between adults and youths and prosocial cooperation among students
- Planning and classroom management that involves listening to youth voices, taking their perceptions into account, and providing students with decision-making roles

- Opportunities for peer leadership, peer helping programs, youth advocacy, service-learning, and other forms of meaningful participation
- Training for school staff in youth development concepts, including the critical importance of having high expectations that all students can succeed in a standards-based approach to instruction

The research described above is more fully summarized in the *Getting Results: Updates 1 and 5* that can be found on the *Getting Results* Web page at <http://www.cde.ca.gov/re/pn/fd/gettingresults.asp>.

For more information regarding youth development, contact Greg Wolfe, Consultant, Safe and Healthy Kids Program Office, at 916-319-0920 or by e-mail at gwolfe@cde.ca.gov. Additional information is also available on the Youth Development Web page at <http://www.cde.ca.gov/ls/yd>.

After School Programs

After school programs play an increasingly critical role in providing a safe environment for students during nonschool hours and supporting them in meeting and exceeding state academic standards. Before and after school programs are created through partnerships between schools and local community resources to provide support for literacy, academic enrichment, and safe and constructive environments for students. Grant funding for each fiscal year is contingent upon the availability of funds and the enactment of each respective federal and state Budget Act. When grant funding is available, the After School Partnerships Office releases a Request for Applications and supportive materials, which are posted on the CDE Web site.

The CDE administers the following after-school programs. Funding source and associated California *Education Code* (*EC*) authority are also noted.

- After School Education and Safety (ASES) Program (state-funded, defined through *EC* sections 8482–8484.6)
- 21st Century Community Learning Centers (21st CCLC) Program for grades kindergarten through middle school (federally funded, defined through *EC* sections 8484.7–8484.9 and Title 20 *U.S. Code* sections 7171–7176)
- 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program (federally funded, defined through *EC* sections 8420–8428, 8484.8[h] and Title 20 *U.S. Code* sections 7171–7176).

After School Education and Safety Program

The state-funded after school program, established in 1998, was renamed ASES effective with the passage of the After School Education and Safety Act of 2002 (Proposition 49). The passage of Senate Bill 638 in the fall of 2006 triggered the implementation of Proposition 49, increasing ASES funding from \$121 million to \$550 million and establishing a continuous appropriation. Every public elementary, middle/junior high school, and charter school in California serving students in

kindergarten and grades one through nine is eligible for ASES program funding. ASES programs are planned through a collaborative process that includes parents, youths, and representatives of participating public schools; governmental agencies, such as city and county parks and recreation departments; local law enforcement; community organizations; and the private sector. ASES programs are funded according to a renewable three-year grant cycle.

21st Century Community Learning Centers Program

The No Child Left Behind (NCLB) Act of 2001, signed into law on January 8, 2002, authorizes the CDE to administer the California 21st CCLC Program (NCLB Act, Title IV, Part B). California's 21st CCLC Program parallels the program design of the state ASES Program. One key difference is that the California 21st CCLC Program provides funding in five one-year grants with expectations for local sustainability. The 21st CCLC Program serves students in kindergarten through grade twelve. The 21st CCLC funding primarily serves students who attend schools eligible for Title I schoolwide programs or schools that serve a high percentage of students from low-income families. Priority is given to schools designated as in need of improvement.

Eligible 21st CCLC grant applicants include LEAs, cities, counties, community-based organizations, and other public or private entities (which may include faith-based organizations); or a consortium of such entities, agencies, or organizations. NCLB requires all after school programs to implement research-based strategies to assist students in core academic content areas with academic and educational enrichment activities.

For more information regarding after school programs, contact the After School Partnerships Office, at (916) 319-0923 or by e-mail at afterschool@cde.ca.gov. Additional information is also available on the After Schools Programs Web site at <http://www.cde.ca.gov/ls/ba>.

Cal-SAFE

The California School-Age Families Education (Cal-SAFE) program began in 2000 and currently provides a comprehensive, community-linked school program for expectant and parenting students and their children in 148 local educational agencies. Program goals for enrolled students include an increased number of students graduating from high school and making the transition into postsecondary education or the world of work, decreased dependency on welfare, improved parenting skills, and fewer incidents of repeat births to teen mothers. Female and male students age eighteen or younger who have not graduated from high school may voluntarily enroll in the Cal-SAFE program if they are expectant parents, custodial parents, or parents taking an active role in the care and supervision of their child. Students with an active special education individualized education program (IEP) are eligible regardless of age or grade level, as long as they have not yet graduated. Children of enrolled student parents are eligible for child care and development services until five years of age or until the child is enrolled in kindergarten, whichever occurs first.

For more information, contact the School Health Connections/Healthy Start Office at 916-319-0914. The Cal-SAFE Web site is <http://www.cde.ca.gov/ls/cg/pp>.

CalServe

The California Department of Education's CalServe Initiative, established in 1990, funds partnerships of local educational agencies to support kindergarten through grade twelve service-learning. Service-learning is an instructional strategy that actively involves youths in academic programs through community service. Students and participants learn through participation in thoughtfully organized service that meets community needs, fosters civic responsibility, enhances the students' academic achievement, and provides structured time for students to reflect on the service experience. CalServe is funded by the Corporation for National and Community Service, Learn and Serve America.

For more information regarding CalServe, contact the Counseling, Student Support, and Service-Learning Office at 916-323-2183. Additional information is also available on the CalServe Web page at <http://www.cde.ca.gov/ci/cr/sl>.

State School Attendance Review Board

The California Legislature created the State School Attendance Review Board (SARB) to coordinate statewide policy and personnel training on the operation of county and local SARBs. SARBs provide intensive guidance and community services to meet the special needs of students with school attendance or school behavior problems. The State SARB is appointed annually by the State Superintendent of Public Instruction and makes annual recommendations regarding strategies to reduce the number of dropouts in the state's public education system. The State SARB is a partnership that includes representatives from school districts, parent groups, county probation departments, county welfare departments, county superintendents of schools, law enforcement agencies, community-based service centers, school guidance personnel, the health care profession, and state associations interested in youths with school attendance or behavioral problems. State SARB meetings are open to the public, and the representative of the California Department of Education is the chairperson.

The State SARB also coordinates the Model SARB Recognition Program to encourage best practices in dropout prevention and to encourage the development of effective strategies to increase the holding power of California's public schools. Local SARBs and county SARBs can apply to the State SARB to be recognized for the important work they do for students on the margins of the educational system. The SARB handbook describes these practices and effective strategies for dropout reduction and is available on the SARBs Web page at <http://www.cde.ca.gov/ls/ai/sb>.

For more information regarding SARBs, contact the Counseling, Student Support, and Service-Learning Office at 916-323-2183. Additional information is also available on the SARBs Web page at <http://www.cde.ca.gov/ls/ai/sb>.

Clearinghouse for Multilingual Documents

The Clearinghouse for Multilingual Documents (CMD) is a unit of the Curriculum Frameworks and Instructional Resources Division, Curriculum and Instruction Branch, California Department of Education (CDE).

Its mission is to help local educational agencies (LEAs) to locate, access, and share parental notification documents that have been translated into non-English languages. California law stipulates that if 15 percent or more of the students enrolled in a public school speak a primary language other than English, the school is required to send parental notifications in both English and the non-English language. Such notifications include reports, statements, forms, records, and other information pertaining to a wide range of topics, including assessment, attendance, curriculum, student achievement, discipline, health, and parent handbooks. The CMD assists districts in meeting not only this requirement but also those in such federal laws as the No Child Left Behind (NCLB) Act. Federal NCLB funds support the work of the CMD.

For more information regarding the CMD, please contact the CMD office, at 916-445-6109, or by e-mail at cmd@cde.ca.gov. Information is also available on the CMD Web page at <http://www.cde.ca.gov/ls/pf/cm>.

School Facilities

During the past ten years, California's school-age population grew by more than one million students, an increase of 20 percent. To provide schools for this increased number of students and modernize older schools, districts have funded school facilities through a combination of several sources, including state bonds, local bonds, special taxes (Mello-Roos and parcel taxes), developer fees, and the federal Qualified Zone Academy Bond Program (QZAB).

Public School Data, 2007-08

Number of public schools	9,671
Number of classrooms	299,503
Number of classrooms over 25 years old	215,642 (72%)

Public Kindergarten Through Grade Twelve (K–12) Enrollment Growth, 2007-2011

(Based on Department of Finance 10/07 estimates of graded enrollment)

Estimated Public School Enrollment				
	2007-08	2012-13	Five-Year Change	Per Year
K–6	3,269,393	3,356,656	87,263	17,453
7–8	976,081	919,320	-56,761	-11,352
9–12	1,997,542	1,902,995	-94,547	-18,909
Total	6,243,016	6,178,971	-64,045	-12,808

New Construction and Modernization Needs, 2006-2011

	Five-Year Need	Per Year
Construction needs (50% state share)	\$8.7 billion	\$1.74 billion
Modernization needs (60% state share)	3.5 billion	0.7 billion
Total	\$12.2 billion	\$2.44 billion

New Classrooms Needed, 2007–2012 **29,214** **5,843**

(Total of new classroom construction needs; based on (16 per day)
25 pupils per grades K–6 class and 27 per grades 7–12 class)

Basic Construction Data

These are average costs based on the allowances provided in the state's School Facility Program. Costs will vary by location, the local building economy, and the type of facilities needed to support a district's educational program.

	Cost per student*	Students per school	Construction cost per school	Square feet per student	School site size (acres)**	Cost per square foot	Land cost at 25% of construction cost	Total cost (millions)
Elementary	\$15,797	600	\$9,478,200	71	9.6	\$222	\$2,369,550	\$11.85
Middle	\$16,966	1,000	\$16,968,000	85	21.9	\$200	\$4,242,000	\$21.21
High	\$20,603	1,800	\$37,085,400	92	44.5	\$224	\$9,271,350	\$46.36

*Costs based on twice the state share (as of September 28, 2006) provided in the "School Facility Program." Includes design fees, furniture, equipment, and construction.

**Based on the number of students per school and the guidelines in *School Site Analysis and Development, 2000 Edition*.

State General Obligation Bond History

1982	\$500 million	1992 (Nov)	\$900 million
1984	\$450 million	1994 (June)	\$1 billion (failed by 0.4%)
1986	\$800 million	1996 (Mar)	\$2 billion
1988 (June)	\$800 million	1998 (Nov)	\$6.7 billion (for 4 years)
1988 (Nov)	\$800 million	2002 (Nov)	\$11.4 billion
1990 (June)	\$800 million	2004 (Mar)	\$10 billion
1990 (Nov)	\$800 million	2006 (Nov)	\$7.33 billion
1992 (June)	\$1.9 billion		

Proposition 1D

In November 2006, the state's voters approved Proposition 1D, authorizing \$10.4 billion in bonds for the repair and modernization of kindergarten to university school facilities.

Proposition 1D was approved by 56.6 percent of the voters.

The funds from Proposition 1D for K–12 public schools break down as follows:

Project Allocations	Proposition 1D
New Construction	\$1.9 billion
Modernization	\$3.30 billion
Charter School Facilities	\$0.5 billion (\$500 million)
Career Technical Education	\$0.5 billion (\$500 million)
Joint Use Projects	\$0.029 billion (\$29 million)
Severely Overcrowded Schools	\$1 billion
High Performance Schools	\$0.1 billion (\$100 million)

The state bond funds are allocated to K–12 school districts, charter schools, and county offices of education through the State Allocation Board (SAB). The Office of Public School Construction (OPSC) in the Department of General Services functions as staff to

the SAB. Information regarding the allocation of Proposition 1D funds for K–12 schools can be accessed on the OPSC Web page at <http://www.opsc.dgs.ca.gov> (Outside Source).

The higher education funds are administered by the California Community College, California State University, and University of California systems.

Local School Bonds

Prior to the enactment of Proposition 39 on November 7, 1999, local school bonds had to be approved by two-thirds of a district's voters. Proposition 39 added the ability of districts to also seek local voter approval of 55 percent of the district's voters. Since the enactment of Proposition 39, the voters in school districts have approved over \$16.37 billion in local school bonds. Of this amount, \$10.18 billion was approved under the 55 percent vote requirements.

For more information regarding school facilities, contact the School Facilities Planning Division, at 916-322-2470. Additional information is also available on the School Facility Web page at <http://www.cde.ca.gov/ls/fa/sf>.

Year-Round Education

As of October 2006, 16 percent of kindergarten through grade twelve public school students were attending 1,289 schools that operated year-round schedules in 140 school districts.

The effect, in terms of new school construction dollars saved as a result of multitrack, year-round education operation, is impressive. If 20 percent of the 569,969 multitrack year-round education students are housed in excess of capacity at their school sites, then more than \$1.8 billion in construction costs is avoided by the state and local school districts.

Year-round education is an alternative way to construct the school calendar. Both traditional and year-round school calendars have approximately 180 days of instruction, or the same number of instructional minutes, but year-round calendars spread instructional and vacation periods throughout the year. For example, the most typical instructional/vacation year-round pattern is called the "60/20 calendar," 60 days of instruction followed by 20 days of vacation, repeated three times during the school year.

Year-round education can be single-track or multitrack. A single-track, year-round calendar simply changes the instruction/vacation sequence of the school year. All the students and staff are in school or on vacation at the same time. But a multitrack, year-round calendar does something quite different. It divides the entire student body and staff into four or five different tracks. A school using a four-track system has, at any one time, three of the four tracks attending school while the fourth track is on vacation. When the fourth track of students returns from vacation, another track leaves. Thus, the student population rotates in and out of school, one track replacing another on vacation, which allows the enrollment of the school to exceed its capacity.

It is possible to have a three-track, multitrack, year-round education calendar, called a Concept 6 calendar. Because this calendar has only 163 instructional days per year, schools presently using Concept 6 have until 2012 to find alternative ways to house students in excess of capacity. Schools not using Concept 6 calendars cannot adopt this calendar.

Possible advantages associated with single-track, year-round education include its potential to (1) improve academic achievement by eliminating summer regression; (2) relieve teacher and student burnout; (3) provide new opportunities for teacher training; and (4) offer frequent remedial and enrichment programs during intersessions. However, as administrators try to achieve these potential benefits, they are faced with a number of challenges. For example, coordinating family vacations, maintaining full extracurricular and athletic programs, and lengthening the instructional year require sophisticated and sensitive planning.

Summary of Year-Round Education (YRE) Programs for 2006

Number of school districts in California	1,052
Number of school districts utilizing YRE programs	140
Number of public schools utilizing YRE programs	1,289

Statistical Information on Kinds of Year-Round Programs

Number of single-track schools	711
Enrollment in single-track schools (7% of state enrollment)	430,756
Number of multitrack schools	578
Enrollment in multitrack schools (9% of state enrollment)	569,969
Total enrollment (16% of state enrollment)	1,000,725
Number of districts with single-track programs	104*
Number of districts with multitrack programs	64*

Number of Public Schools Utilizing YRE Programs, by Grade Level

Elementary	998
Middle/junior high	127
High	94
Other	70

Percentage of Public School Students Enrolled in YRE Programs

1989 – 8%	1998 – 23%
1990 – 13%	1999 – 23%
1992 – 23%	2000 – 22%
1992 – 25%	2001 – 22%
1993 – 18%**	2002 – 22%
1994 – 20%	2003 – 22%
1995 – 21%	2004 – 21%
1996 – 21%	2005 – 20%
1997 – 22%	2006 – 16%

*Districts may use both plans.

**Reflects conversion of Los Angeles Unified School District's single-track schools to traditional calendars.

For more information regarding YRE, contact Fred Yeager, Assistant Director, School Facilities Planning Division, at 916-327-7148 or by e-mail at fyeager@cde.ca.gov.

Class Size

A major reform implemented in California public schools in 1996 was class size reduction (CSR) for kindergarten through grade three (K-3). In addition, the Morgan-Hart CSR program for high schools, which began in 1989 to serve a limited number of high schools (grades nine through twelve), was amended in 1998 to fund all ninth graders in two core subject areas. These programs continue to be voluntary. Penalties exist for schools that exceed maximum class size limits.

K–3 Class Size Reduction (State Program)

The K–3 CSR program was implemented to increase student achievement, particularly in reading and math, by decreasing class size. It is an incentive program in which districts decide whether and how much to participate.

In the 2007-08 school year, there is \$1.8 billion available for the state CSR program. There are two CSR implementation options:

- **Option One: Full day**
 - One certificated teacher for each class of 20 or fewer pupils
 - \$1,071 per pupil
- **Option Two: Half-day**
 - One certificated teacher for every 20 pupils for at least one-half of the instructional minutes offered per day, with the primary focus on instruction in reading and mathematics
 - \$535 per pupil

The state CSR program also has the following key elements:

- Each class must average 20.44 (using daily enrollment) or fewer pupils from the first day of school through April 15.
- Classes must have certificated teachers only—no aides.
- Four grades may participate at each school (K–3).
- Priority order must be followed: first priority is grade one; second priority is grade two; third priority is kindergarten and/or grade three.
- Staff development must be provided for newly participating teachers.
- Districts are subject to an annual independent audit process.
- Districts with only one school serving K–3 pupils and no more than two classes per grade level may have up to 22 pupils per K–3 class as long as the average for all participating classes at that school is 20 pupils and the district's governing board has certified that the school has no other option.

For more information regarding the K–3 Class Size Reduction Program, contact Shannon Farrell-Hart, Education Fiscal Services Assistant, School Facilities Planning Division, at 916-323-3923 or by e-mail at sfarrell@cde.ca.gov. Additional information is also available on the Class Size Reduction Web page at <http://www.cde.ca.gov/ls/cs>.

Class Size Reduction, Grade Nine

This program provides incentive funding for school districts to reduce grade nine class size to an average of 20 students to one teacher in English classes and in one additional subject (mathematics, science, or social studies). Individual schools within the district may select the second core subject area.

The Morgan-Hart high school class size reduction (CSR) program was established in 1989; it was amended by Senate Bill 12 (Chapter 334) of 1998 to focus on grade nine. Funding is determined annually in the state Budget Act, which provides \$213 per student for 2007-08. Districts must reapply annually.

Participating courses must count toward completion of high school graduation requirements as described in California *Education Code* Section 51225.3(a). Each participating school must certify that CSR classes have an average ratio of 20 students (or fewer) to one teacher with no more than 22 students in any classroom. Special education pupils enrolled in special day classes on a full-time basis and pupils enrolled in necessary small schools are excluded from this program. In addition, county boards of education and county superintendents of schools are not eligible to participate.

For more information regarding the CSR program, contact John Merris-Coots, Consultant, High School Initiatives/Career Education Office, at 916-319-0461 or by e-mail at jmerris@cde.ca.gov. Additional information is also available on the High School CSR Web page at <http://www.cde.ca.gov/ls/cs/mh>.

Class Size Penalties

California *Education Code (EC)* sections 41376 and 41378 prescribe the maximum class sizes and penalties for districts with any classes that exceed the following limits:

- Kindergarten—average class size not to exceed 31 students; no class larger than 33 students
- Grades one through three—average class size not to exceed 30 students; no class larger than 32 students
- Grades four through eight—current fiscal year average number of pupils per teacher not to exceed the greater of the statewide average number of pupils per teacher in 1964 (29.9) or the district’s average number of pupils per teacher in 1964

The intent of these laws is to encourage the reduction of class size and the ratio of pupils to teachers. In the past, school districts that incurred a class size penalty were able to submit waiver requests to the State Board of Education (SBE) and, if the SBE

approved the waiver, the penalty was adjusted. *EC* Section 41344 (Chapter 78, Statutes of 1999) established an audit review panel that makes the waiver review process far more stringent.

Class size penalties are determined from information in the California Department of Education (CDE) report entitled *Report of Regular Day Classes and Enrollment for Kindergarten and Elementary Grades*, found in the principal apportionment attendance software located on the Finance Web page at <http://www.cde.ca.gov/fq/sf>. The report includes enrollment information through the last full school month ending on or before April 15 and is due to the CDE by early May.

Class size penalties will be applied at the Second Principal Apportionment in June. Penalty computations result in the amount of average daily attendance multiplied by the district's base revenue limit. The resulting dollar amount is reduced from the Second Principal Apportionment.

For more information regarding class size penalties, contact Shelley Goode, Analyst, Principal Apportionment Unit, at 916-324-4530 or by e-mail at sgoode@cde.ca.gov.

**Number of Teachers and Average Class Size in
California Public Schools, by Grade, 2006-07**

	Average class size*	Number of full-time-equivalent teachers
Kindergarten	20.332984	21067.37
Grade 1	19.355708	22777.64
Grade 2	19.157575	22106.77
Grade 3	19.673814	21882.22
Grade 4	28.487037	14805.08
Grade 5	28.880235	14568.17
Grade 6	29.253185	6916.59

*Self-contained classrooms only

Source: CBEDS data collection, Educational Demographics, October 2006

Administrator–Teacher Ratio

California *Education Code (EC)* sections 41401—41407 limit the ratio of administrators to teachers in public school districts and require that compliance be subject to the annual audit conducted pursuant to *EC* Section 41020. This section does not apply to a school district that has one or fewer administrators. Based on the findings of the audit, the State Superintendent of Public Instruction is required to impose a financial penalty on those school districts that employ more administrators than allowed, unless the penalty is waived by action of the State Board of Education. The number of administrators allowed in any school district varies by the type of school district. The statutory maximum ratios of administrative employees to each 100 teachers are as follows:

Type of School District	Administrators Allowed
Elementary	9 administrators
Unified	8 administrators
High	7 administrators

The financial penalty for exceeding the allowed ratio is calculated by computing the ratio of total general fund state revenue to the district's total general fund revenue, then multiplying that ratio by the average administrative salary, and finally multiplying the product by the number of excess administrative employees.

Materials related to the monitoring of administrator to teacher ratios are available on the Administrator to Teacher Ratio Web page at <http://www.cde.ca.gov/fg/aa/ca/atr.asp>.

For more information regarding administrator-to-teacher ratio limits, contact Ross Valentine, Consultant, School Fiscal Services Division, at 916-327-4405 or by e-mail at rvalenti@cde.ca.gov.

Statewide 2005-06 Average Salaries and Expenditure Percentages

The State Superintendent of Public Instruction (SSPI) is required by California *Education Code (EC)* Section 41409(c) to provide annually to each school district, for use in the School Accountability Report Card (SARC), the statewide salary averages for teachers and administrators and the statewide percentage of expenditures spent on personnel in the following categories:

1. Beginning, midrange, and highest salary paid to teachers
2. Salaries of school-site principals
3. Salaries of district superintendents
4. Percentage of expenditures allocated to salaries of teachers
5. Percentage of expenditures allocated to salaries of administrative personnel

Existing law also requires the SSPI to group the statewide salary averages and percentage of expenditures by district type (elementary, high, and unified) and by size based on regular annual average daily attendance.

Every school district, except for kindergarten through grade twelve districts with a single school, must include in its SARC (*EC* Section 41409.3) the statewide averages and expenditure percentages provided by the SSPI along with its salaries and expenditure percentages for comparative purposes.

For more information regarding statewide average salary fiscal information, contact the Office of Financial Accountability and Information Services, at 916-322-1770 or by e-mail at sacsinfo@cde.ca.gov. Questions concerning program information should be directed to the Policy and Evaluation Division, at 916-319-0875 or by e-mail at sarc@cde.ca.gov. Additional information on the SARC is also available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa>.

2005-06 Statewide Average Salaries and Expenditure Percentages for the School Accountability Report Card

Elementary School Districts

Statewide Averages	Elementary School District		
	Small ADA < 1,000	Medium ADA 1,000 to 4,999	Large ADA ≥ 5,000
Beginning Teacher Annual Salary	\$36,760	\$38,159	\$39,984
Midrange Teacher Annual Salary	\$52,816	\$59,148	\$63,798
Highest Teacher Annual Salary	\$64,666	\$73,514	\$79,204
School-Site Principal Annual Salary (Elementary)	\$83,075	\$91,903	\$99,820
School-Site Principal Annual Salary (Middle)	\$86,138	\$95,855	\$102,340
District Superintendent Annual Salary	\$98,053	\$132,994	\$158,484
Percentage Allocated for Administrative Salaries	6.42%	5.91%	5.38%
Percentage Allocated for Teacher Salaries	38.45%	41.62%	43.00%

High School Districts

Statewide Averages	High School District		
	Small ADA < 1,000	Medium ADA 1,000 to 3,999	Large ADA ≥ 4,000
Beginning Teacher Annual Salary	\$36,807	\$38,525	\$39,456
Midrange Teacher Annual Salary	\$53,195	\$61,143	\$66,091
Highest Teacher Annual Salary	\$65,235	\$78,754	\$82,529
School-Site Principal Annual Salary (Middle)			\$104,975
School-Site Principal Annual Salary (High)	\$102,007	\$102,007	\$116,464
District Superintendent Annual Salary	\$109,456	\$134,261	\$171,138
Percentage Allocated for Administrative Salaries	4.87%	6.05%	5.16%
Percentage Allocated for Teacher Salaries	32.69%	36.74%	37.40%

Unified School Districts

Statewide Averages	Unified School District				
	ADA < 1,500	ADA 1,500 to 4,999	ADA 5,000 to 9,999	ADA 10,000 to 19,999	ADA ≥ 20,000
Beginning Teacher Annual Salary	\$34,363	\$36,572	\$38,479	\$38,478	\$38,937
Midrange Teacher Annual Salary	\$50,814	\$55,815	\$60,306	\$60,735	\$61,080
Highest Teacher Annual Salary	\$65,731	\$70,985	\$74,193	\$76,906	\$76,443
School-Site Principal Annual Salary (Elementary)	\$78,437	\$86,995	\$92,985	\$96,766	\$99,694
School-Site Principal Annual Salary (Middle)	\$81,316	\$90,820	\$98,305	\$102,730	\$103,687
School-Site Principal Annual Salary (High)	\$84,594	\$96,447	\$107,384	\$110,489	\$112,983
District Superintendent Annual Salary	\$103,105	\$128,495	\$155,314	\$169,243	\$195,054
Percentage Allocated for Administrative Salaries	6.49%	5.83%	5.72%	5.22%	5.38%
Percentage Allocated for Teacher Salaries	35.78%	39.34%	40.80%	41.87%	40.13%

Average Salaries of Public School Teachers, 2005-06

2003-04 Rank	2004-05 Rank	2005-06 Rank	State	Average Annual Salary	2003-04 Rank	2004-05 Rank	2005-06 Rank	State	Average Annual Salary
3	3	1	California	\$59,825	25	25	26	Nevada	\$44,426
1	2	2	Connecticut	\$59,304	22	26	27	North Carolina	\$43,922
2	1	3	District of Columbia	\$59,000*	28	28	28	Virginia	\$43,823*
7	4	4	Illinois	\$58,686	31	31	29	Florida	\$43,302
5	5	5	New Jersey	\$58,156*	36	35	30	Wyoming	\$43,255
6	6	6	New York	\$57,354*	29	29	31	South Carolina	\$43,011
8	7	7	Massachusetts	\$56,369	37	36	32	Arkansas	\$42,768
4	8	8	Michigan	\$54,739	34	33	33	Kentucky	\$42,592
10	9	9	Rhode Island	\$54,730*	33	30	34	Tennessee	\$42,537
12	12	10	Maryland	\$54,333	32	32	35	Texas	\$41,744
13	13	11	Delaware	\$54,264	46	40	36	New Mexico	\$41,637
9	10	12	Pennsylvania	\$54,027*	39	41	37	Kansas	\$41,467
11	11	13	Alaska	\$53,553*	30	34	38	Idaho	\$41,150*
15	14	14	Ohio	\$50,314*	41	42	39	Iowa	\$41,083
14	15	15	Oregon	\$50,044	35	37	40	Maine	\$40,737
		16	Hawaii	\$49,292	48	47	41	Mississippi	\$40,576*
			United States	\$49,026*	44	43	42	Missouri	\$40,462
20	16	17	Minnesota	\$48,489*	42	38	43	Nebraska	\$40,382
16	18	18	Georgia	\$48,300	43	48	44	Alabama	\$40,347
17	17	19	Indiana	\$47,255	45	44	45	Louisiana	\$40,029
26	21	20	Vermont	\$46,622	38	39	46	Utah	\$40,007
23	22	21	Wisconsin	\$46,390	47	45	47	Montana	\$39,382*
19	20	22	Washington	\$46,326	50	59	48	Oklahoma	\$38,772
24	24	23	New Hampshire	\$45,263	40	46	49	West Virginia	\$38,284
27	27	24	Arizona	\$44,672*	49	50	50	North Dakota	\$37,764
21	23	25	Colorado	\$44,439	51	51	51	South Dakota	\$34,709

Source: National Education Association Research, Rankings and Estimates 2006 and 2007 (Tables C-9 and C-11)

*NEA estimate

2007-08 Education Budget

On August 24, 2007, the Budget Act of 2007, Senate Bill (SB) 77 (Chapter 171, Statutes of 2007); and a companion bill, SB 78 (Chapter 172, Statutes of 2007), which amended the Budget Act, were signed into law. These measures, along with budget trailer bills, set the conditions for allocating state funds to California public schools through June 30, 2008.

The Budget Act of 2007 and budget trailer bills authorize a total spending plan of \$145.5 billion. General Fund revenues and transfers are estimated to be \$101.2 billion and, when combined with the prior year ending balance, provide total resources of \$106 billion. General Fund expenditures are expected to grow to \$102.2 billion in 2007-08, an increase of 0.6 percent from the prior year.

The revenues projected to be available in 2007-08 were significantly below baseline projected spending levels. In responding to this situation, the Legislature eliminated all proposed new programs and used various one-time funding sources to pay for existing ongoing “base” programs, placing a priority on fully funding the cost-of-living adjustment (COLA) funding for schools. While this action will protect local educational agencies (LEAs) from suffering cuts in the 2007-08 school year, it creates a deficit going into the 2008-09 fiscal year that will have to be addressed as part of the next budget cycle.

K–12 Education Highlights

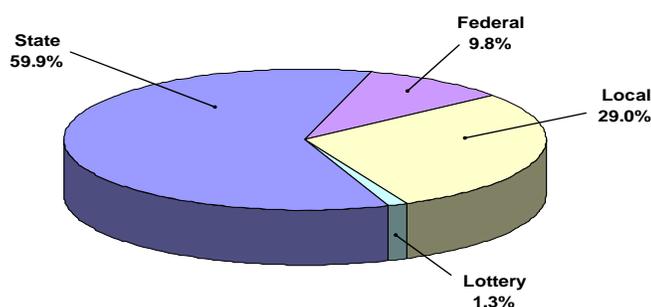
Table 1 and Chart 1 summarize the total funding for kindergarten through grade twelve (K–12) education from all sources in 2007-08. The table shows that the budget projects total funding of \$68.9 billion. Including all fund sources, the budget provides funds of \$11,163 per pupil in 2006-07 and \$11,541 per pupil in 2007-08, an increase of \$378, or 3.4 percent, over the revised 2006-07 per-pupil amount.

Table 1 - Funding for K–12 Education

All Sources and Proposition 98 (in millions)

Sources of Funding	Funding from All Sources	Proposition 98 Sources
State General Fund	\$41,279	\$37,203
State Lottery	904	—
Other State Funds	6,446	—
Federal Funds	6,692	—
Local Property Tax	13,594	13,594
Total	\$68,915	\$50,797
Note: Includes funds for CDE state operations, state specials schools, state school facilities bond repayments, state contributions to the State Teachers' Retirement System, the State Library, and the Commission on Teacher Credentialing.		

Chart 1 - Sources of Funding for California Schools

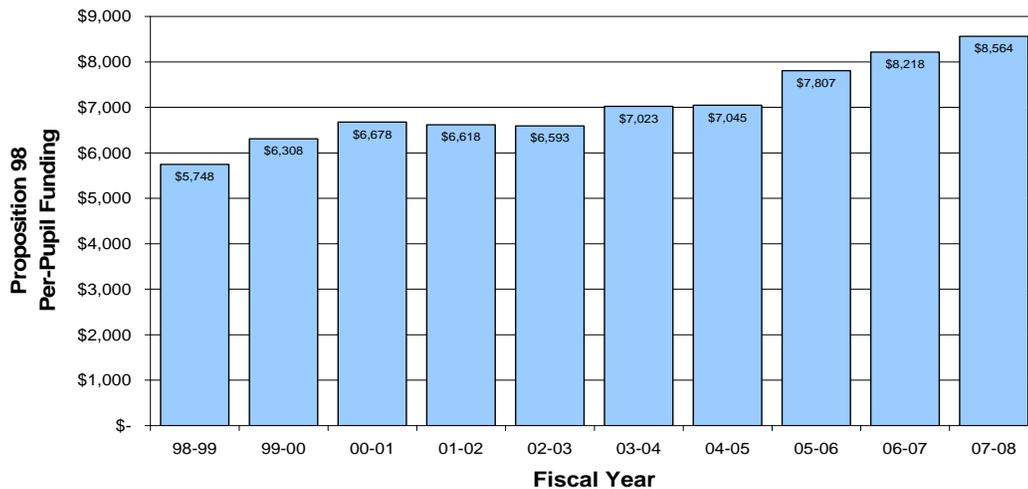


Focusing on Proposition 98 funding for K–12 education, the budget assumes spending of \$49.1 billion (state and local funds) in 2006-07 and provides \$50.8 billion in 2007-08.

On September 29, 2006, Governor Schwarzenegger signed SB 1133 (Chapter 751, Statutes of 2006) to implement the settlement of the lawsuit *CTA and O'Connell v. Schwarzenegger*, which will restore education funding for Proposition 98 shortfalls in 2004-05 and 2005-06. Totaling \$3 billion, these funds will be targeted to low-performing schools beginning with \$300 million in 2007-08 and \$450 million each year thereafter through 2013-14.

Chart 2 shows the trend in Proposition 98 funding per pupil in K–12 schools from 1998-99 through 2007-08. The chart shows that, under the Budget Act of 2007, schools will receive Proposition 98 funds averaging \$8,218 per pupil based on average daily attendance (ADA) for 2006-07 and \$8,564 in 2007-08. This is an increase of \$346 per ADA, or 4.2 percent above the revised 2006-07 level.

Chart 2 - Proposition 98 Funding per Pupil, 1998-99 Through 2007-08



Changes to Ongoing Proposition 98 Funds

The major 2007-08 changes in ongoing funding are shown in Table 2. They include:

- Increased expenditures of \$2.1 billion for a 4.53 percent cost-of-living adjustment (COLA) for revenue limits and most categorical programs.
- Increased expenditures of \$269 million for Stage 2 California Work Opportunity and Responsibility to Kids (CalWORKs) child care funding. The budget shifts \$269 million in funding for Stage 2 child care from federal funds to Proposition 98 funding. It uses the federal funds instead for child care programs administered by the Department of Social Services, thus freeing non-Proposition 98 General Fund money for other state priorities.
- Increased expenditures of \$24.9 million for an increase in the school meals reimbursement rate of 4.7 cents, for a total 2007-08 reimbursement rate of 21 cents per meal.
- Decreased expenditures due to a decline in estimated statewide ADA by 0.48 percent in 2007-08 compared to revised estimates for the preceding year, resulting in decreased revenue limit funding of \$42.1 million. This decrease is partially offset by a net increase of \$31.1 million for growth in designated categorical programs.
- Decreased expenditures due to schools from the first cohort beginning to exit from the High Priority Schools Grant Program and no new cohorts being funded.
- Decreased expenditures of \$567 million due to use of one-time funds to support certain ongoing “base” programs.

Table 2 - Changes to Ongoing Proposition 98 Funds

2007-08 Budget Compared to 2006-07 Enacted Budget (in millions)

Revenue limit changes	
COLA	\$1,600.0
ADA adjustment	-42.1
Subtotal	\$1,557.9
Categorical programs changes	
COLA	\$525.7
ADA adjustment	31.1
Baseline adjustments and other adjustments	47.0
Child care—shift Stage 2 into Proposition 98	269.0
Child Nutrition—school meals rate increase	24.9
Child care—fully fund Stage 3	7.7
Child care—state median income adjustment	6.8
Preschool wraparound care	5.0
Early Mental Health Initiative increase	5.0
High Priority Schools—base reduction	-100.0
Subtotal	\$822.2
Programs backfilled with one-time funds	
Home-to-School Transportation	-349.1
Deferred Maintenance	-115.5
High Priority Schools	-102.0
Subtotal	-\$566.6
Total	\$1,813.5

One-time Funds

In addition to changes in the ongoing funding levels, the budget provides \$702 million in one-time K–12 education funds as shown in Table 3 below. These funds include amounts reverted from prior years' Proposition 98 appropriations, which must be spent for Proposition 98 purposes. One-time funds do not count in Proposition 98 totals.

Table 3 - K–12 Spending from One-time Funds

(in millions)

Program or Activity	Amount
Proposition 98 Reversion Account	
Deferred maintenance backfill	\$115.5
<i>Williams</i> facilities Emergency Repair Program (ERP)	100.0
Charter school facilities	18.0
Teacher Credentialing Block Grant—fully fund 2006-07 participation	8.8
Community day school—fund 2006-07 deficiencies	4.1
High-speed Internet maintenance	1.9
Fiscal Crisis and Management Assistance Team (FCMAT) for Oakland, Vallejo, and West Fresno studies	0.4
Subtotal	\$248.7
Other one-time sources	
<i>Williams</i> ERP funds backfill for home-to-school transportation	\$250.0
High Priority Schools—reappropriation of unused 2006-07 funds	102.0
Public Transportation Account backfill for home-to-school transportation	99.1
California School Information Services (CSIS), Education Telecommunications Fund	2.0
Subtotal	\$453.1
Total	\$701.8

The allocations shown in Table 3 include:

- \$349.1 million Home-to-School Transportation backfill, including \$250 million from the Emergency Repair Program (ERP) and \$99.1 million from the Public Transportation Account, which is funded by gasoline and diesel sales tax revenue that must be used for mass transportation and planning purposes.
- \$115.5 million deferred maintenance backfill.
- \$102 million High Priority Schools Grant Program backfill.
- \$18 million for charter school facility grants.
- \$8.8 million for the Teacher Credentialing Block Grant to fully fund 2006-07 participation levels.

- \$4.1 million to backfill the deficit in the community day school program. This is projected to provide full funding to districts and county offices of education that operated community day school programs in 2006-07.
- \$1.9 million for maintenance of the K–12 high speed network.
- \$385,000 to the Fiscal Crisis and Management Assistance Team (FCMAT) for comprehensive assessments of the Oakland Unified, Vallejo City Unified, and West Fresno Elementary school districts.

2007-08 Federal Funding Changes

The 2007-08 budget reflects the following actions affecting federal funds:

- \$34.9 million from Reading First program carryover is appropriated over three years for a pilot project to encourage professional development in reading for special education teachers. The three-year grants will be used for training special education teachers in the use of standards-aligned instructional strategies and materials.
- \$23.8 million in Program Improvement carryover funds are set aside in anticipation of an increase in the number of Program Improvement schools and districts in the 2008-09 fiscal year.

For more information, contact the Fiscal Policy Division, at 916-324-4728. Additional information can be found on the Education Budget Web page at <http://www.cde.ca.gov/fg/fr/eb>.

State Lottery

Since the California State Lottery began in 1985, the state has distributed 50 percent of lottery sales revenue back to the public in the form of prizes. Of the remaining revenues, public education, from kindergarten through graduate school, has received more than the statutorily required 34 percent minimum, with the state using less than the maximum 16 percent legally allowed to administer the games.

The law authorizing the lottery requires school districts to use lottery funds “exclusively for the education of pupils and students” and specifies that “no funds shall be spent for acquisition of real property, construction of facilities, financing of research, or any other non-instructional purpose.” In March 2000, voters passed Proposition 20, known as the “Cardenas Textbook Act of 2000.” Proposition 20 provides that, beginning in the 1998-99 fiscal year, one-half of statewide growth in lottery funds for education over the level set in the 1997-98 fiscal year must be allocated to school districts and community colleges for the purchase of instructional materials.

Contrary to public perception, the lottery provides only about 1 percent of total kindergarten through grade twelve (K–12) funding. While the education community appreciates these dollars, lottery sales revenue is a minor funding source that cannot alone provide for major improvements in K–12 education. In the 2006-07 fiscal year, the state apportioned to schools \$121.88 per pupil in average daily attendance (ADA) for unrestricted lottery revenues and \$22.75 per ADA for Proposition 20 revenues. The California Department of Education estimates the state lottery will generate a total of \$143 per ADA in 2007-08, of which \$121 per ADA will be unrestricted and \$22 per ADA will be restricted pursuant to Proposition 20.

For further information on lottery funds, contact Erin Lillibridge, School Fiscal Services Division, at 916-327-0378 or by e-mail at elillibridge@cde.ca.gov. Additional information is also available on the Lottery Web page at <http://www.cde.ca.gov/fg/aa/lo>.

K-12 Lottery Revenue Allocations, 1985-86 Through 2006-07

Prior-Year Apportionments

Fiscal Year		Total K-12 Payments	Amount per ADA
1985-86		\$ 555,457,022	\$125.67
1986-87		\$ 410,880,929	\$ 89.68
1987-88		\$ 647,361,315	\$138.78
1988-89		\$ 843,557,516	\$176.08
1989-90		\$ 783,026,959	\$154.47
1990-91		\$ 645,693,335	\$128.64
1991-92		\$ 400,869,886	\$ 76.55
1992-93		\$ 495,625,449	\$ 92.51
1993-94		\$ 556,290,312	\$101.63
1994-95		\$ 642,689,584	\$115.83
1995-96		\$ 691,363,263	\$120.71
1996-97		\$ 610,907,801	\$105.10
1997-98		\$ 675,117,674	\$113.67
1998-99	Non-Proposition 20	\$ 701,247,002	\$114.69
	Proposition 20	\$ 26,386,933	\$ 4.50
	Total	\$ 727,633,935	\$119.19
1999-2000	Non-Proposition 20	\$ 723,561,511	\$115.45
	Proposition 20	\$ 45,846,953	\$ 7.53
	Total	\$ 769,408,464	\$122.98
2000-01	Non-Proposition 20	\$ 788,283,761	\$123.41
	Proposition 20	\$ 113,586,258	\$ 18.07
	Total	\$ 901,870,019	\$141.48
2001-02	Non-Proposition 20	\$ 754,825,838	\$116.13
	Proposition 20	\$ 98,921,311	\$ 15.24
	Total	\$ 853,747,149	\$131.37
2002-03	Non-Proposition 20	\$ 724,398,500	\$110.81
	Proposition 20	\$ 81,987,888	\$ 12.55
	Total	\$ 806,386,388	\$123.36
2003-04	Non-Proposition 20	\$ 757,542,932	\$114.79
	Proposition 20	\$ 115,444,731	\$ 17.44
	Total	\$ 872,987,663	\$132.23
2004-05	Non-Proposition 20	\$ 798,071,559	\$119.87
	Proposition 20	\$ 150,062,564	\$ 22.46
	Total	\$ 948,134,123	\$142.33
2005-06	Non-Proposition 20	\$ 841,786,817	\$127.24
	Proposition 20	\$ 192,458,191	\$ 29.36
	Total	\$1,034,245,008	\$156.60
2006-07	Non-Proposition 20	\$ 806,862,535	\$121.88
	Proposition 20	\$ 150,609,395	\$ 22.75
	Total	\$ 957,471,930	\$144.63

Note: Amounts for some prior years do not match figures found in previous *Fact Books*. The amounts were changed to reflect adjustments for prior year revenues and actual ADA.

Source: California Department of Education, School Fiscal Services Division, October 2007

Helpful Contacts for Education Information

The agencies listed in this section can answer many questions about their areas of interest. They are also a source of various points of view on education-related issues.

American Association of School Libraries

Julie A. Walker, Executive Director
50 East Huron Street
Chicago, IL 60611
312-280-4382
<http://www.ala.org/aasl> (Outside Source)

Association of California School Administrators

Karen Stapf-Walters, Media Relations Executive
1029 J Street, Suite 500
Sacramento, CA 95814
916-444-3216 or 800- 890-0325
<http://www.acsa.org> (Outside Source)

Association of Independent California Colleges and Universities (AICCU)

Robert E. Oaks, Vice President
1100 11th Street, Suite 10
Sacramento, CA 95814
916-446-7626
<http://www.aiccu.edu> (Outside Source)

California Association of School Business Officials (CASBO)

Brian Lewis, Executive Director
600 North 10th Street, Suite 150
Sacramento, CA 95814
916-447-3783
<http://www.casbo.org> (Outside Source)

California Association of School Counselors

George Montgomery, President
P.O. Box 1647
Duarte, CA 91009
909-815-5222
<http://www.schoolcounselor-ca.org>
(Outside Source)

California Association of School Psychologists (CASP)

Suzanne M. Fisher, Executive Director
1400 K Street, Suite 311
Sacramento, CA 95814
916-444-1595
<http://www.casponline.org> (Outside Source)

California Business Roundtable

R. William Hauck, President
1215 K Street, Suite 1570
Sacramento, CA 95814
916-553-4093
<http://www.cbrt.org> (Outside Source)

California Charter Schools Association

Caprice Young, President
1107 9th Street, Suite 700
Sacramento, CA 95814
916-448-0995
<http://www.myschool.org> (Outside Source)

California Community Colleges

Jamillah Moore, Public Relations
1102 Q Street
Sacramento, CA 95814-6511
916-323-5951
<http://www.cccco.edu> (Outside Source)

California Counseling Association

Robert Butziger, President
543 Vista Mar Avenue
Pacifica, CA 94044
650-359-6916
<http://www.cacounseling.org/> (Outside Source)

**California County Superintendents
Educational Services Association**

Susan Burr, Executive Director
1121 L Street, Suite 510
Sacramento, CA 95814
916-446-3095
<http://www.ccsesa.org> (Outside Source)

**California Department of Consumer
Affairs**

P.O. Box 980818
West Sacramento, CA 95798-0818
916-574-7778
<http://www.bppve.ca.gov> (Outside
Source)

California Federation of Teachers

Marty Hittelman, President
2550 North Hollywood Way, Suite 400
Burbank, CA 91505
818-843-8226
<http://www.cft.org> (Outside Source)

Judy Michaels, Legislative Director
1127 11th Street, Suite 806
Sacramento, CA 95814
916-446-2788

California Interscholastic Federation

Marie M. Ishida, Executive Director
1320 Harbor Bay Parkway, Suite 140
Alameda, CA 94502-6578
510-521-4447
<http://www.cifstate.org> (Outside Source)

**California Postsecondary Education
Commission**

Murray Haberman, Executive Director
770 L Street, Suite 1160
Sacramento, CA 95814
916-445-1000
<http://www.cpec.ca.gov> (Outside Source)

California School Boards Association

Scott P. Plotkin, Executive Director
3100 Beacon Boulevard
West Sacramento, CA 95691
Mail: P.O. Box 1660
West Sacramento, CA 95691
800-266-3382

<http://www.csba.org> (Outside Source)

**California School Employees
Association**

Rob Feckner, Association President
2045 Lundy Avenue
San Jose, CA 95131
408-473-1000 or 800-632-2128
<http://www.csea.com>

California School Library Association

Linda Jewett, Executive Director
1001 26th Street
Sacramento, CA 95816
916-447-2684
<http://www.csla.net> (Outside Source)

California School Nurses Organization

Dale Parent, President
801 12th Street, Suite 230
Sacramento, CA 95814
916-448-5752 or 888-268-2766
<http://www.csno.org> (Outside Source)

**California School Public Relations
Association**

Kelly Avants, President
Clovis Unified School District
1450 Herndon Avenue
Clovis, CA 93611
559-327-9092
<http://www.calspra.org> (Outside Source)

California State Parent Teacher Association

Carol Kocivar, Vice President for Communications
2327 L Street
Sacramento, CA 95816-5014
916-440-1985
<http://www.capta.org> (Outside Source)

California State University

Claudia Keith, Assistant Vice Chancellor for Public Affairs
401 Golden Shore
Long Beach, CA 90802-4210
562-951-4800
<http://www.calstate.edu> (Outside Source)

California Teachers Association

Becky Zoglman, Communications Manager
1705 Murchison Drive
Burlingame, CA 94010
650-697-1400
<http://www.cta.org> (Outside Source)

Joe Nunez, Associate Executive Director for Governmental Relations
1118 10th Street
Sacramento, CA 95814
916-325-1500

Children Now

Ted Lempert, President
1212 Broadway, 5th Floor
Oakland, CA 94612
510-763-2444; FAX 510-763-1974
<http://www.childrennow.org> (Outside Source)

Commission on Teacher Credentialing

Dale Janssen, Executive Director
1900 Capitol Avenue
Sacramento, CA 95814
Mail: P.O. Box 944270
Sacramento, CA 94244-2700
916-445-7254 or 888-921-2682
<http://www.ctc.ca.gov> (Outside Source)

Council of Chief State School Officers

Rick Melmer, President
One Massachusetts Avenue NW, Suite 700
Washington, DC 20001-1431
202-336-7000
<http://www.ccsso.org> (Outside Source)

EdSource

Davis Campbell, President
520 San Antonio Road, Suite 200
Mountain View, CA 94040-1217
650-917-9481
<http://www.edsource.org> (Outside Source)

Education Commission of the States

Kathleen Sebelius, Chair
700 Broadway, #1200
Denver, CO 80203-3460
303-299-3600
<http://www.ecs.org> (Outside Source)

National Association of Social Workers, California Chapter

Jane Middleton, President
1016 23rd Street
Sacramento, CA 95816
916-442-4565 or 800-538-2565
<http://www.naswca.org> (Outside Source)

National Association of State Boards of Education

Brenda L. Welburn, Executive Director
277 South Washington Street, Suite 100
Alexandria, VA 22314
703-684-4000
<http://www.nasbe.org> (Outside Source)

National Center for Education Statistics

Valena W. Plisko, Associate Commissioner
1990 K Street NW, 8th and 9th Floors
Washington, DC 20006
202-502-7300
<http://nces.ed.gov/> (Outside Source)

National Center on Education and the Economy

Marc Tucker, President
555 13th Street NW, Suite 500 West
Washington, DC 20004
202-783-3668
<http://www.ncee.org> (Outside Source)

National Education Association

Andy Linbaugh, Public Relations Director
1201 16th Street NW
Washington, DC 20036-3290
202-833-4000
<http://www.nea.org> (Outside Source)

National Parent Teacher Association

Jan Harp Domene, President
541 North Fairbanks Court, Suite 1300
Chicago, IL 60611-3396
312-670-6782 or 800-307-4782
<http://www.pta.org> (Outside Source)

National School Boards Association

Anne L. Bryant, Executive Director
1680 Duke Street
Alexandria, VA 22314
703-838-6722
<http://www.nsba.org> (Outside Source)

National School Public Relations Association

Rich Bagin, Executive Director
15948 Derwood Road
Rockville, MD 20855
301-519-0496
<http://www.nspr.org> (Outside Source)

Office of the Secretary of Education

David Long, Secretary of Education
1121 L Street, Suite 600
Sacramento, CA 95814
916-323-0611
<http://www.ose.ca.gov> (Outside Source)

Policy Analysis for California Education

David Plank, Executive Director
University of California, Berkeley
3653 Tolman Hall
Berkeley, CA 94720-1670
510-642-7223
<http://pace.berkeley.edu> (Outside Source)

U.S. Department of Education

400 Maryland Avenue SW
Washington, DC 20202
202-401-2000 or 800-872-5327;
<http://www.ed.gov> (Outside Source)

Christopher Wright, Secretary's Region IX Representative
50 Beale Street, Room 9107
San Francisco, CA 94105
415-486-5708

National Library of Education
800-424-1616

University of California

Office of the President
1111 Franklin Street
Oakland, CA 94607-5200
510-987-9074
<http://www.ucop.edu> (Outside Source)

WestEd

Glen Harvey, Chief Executive Officer
730 Harrison Street
San Francisco, CA 94107
415-565-3000 or 877-493-7833;
FAX 415-565-3012
<http://www.wested.org> (Outside Source)

Calendar of Events—2008

Dates included on this calendar are gathered from various sources and are not intended as definitive or official notification from the California Department of Education. We hope the calendar will assist you in planning special recognition events.

January 2008

- 1 January 1 (California *Education Code* Section 37220)
- 9–10 State Board of Education meeting, Sacramento
- 17 California Drop-in Day
- 21 Dr. Martin Luther King, Jr. Day (California *Education Code* Section 37220)

February 2008

- NATIONAL AFRICAN AMERICAN HISTORY MONTH
- NATIONAL CHILDREN'S DENTAL HEALTH MONTH
- 1 National Freedom Day (commemorates signing of the 13th Amendment)
- 4–8 National School Counseling Week—"School Counselors: Creating Pathways to Success"
- 12 Lincoln Day (California *Education Code* Section 37220)
- 15 Susan B. Anthony's Day (California *Education Code* Section 37221)
- 17 National PTA Founders Day
- 16–23 National Future Farmers of America Week
- 18 Washington Day (California *Education Code* Section 37220)
- 20 Frederick Douglass Day

March 2008

- AMERICAN RED CROSS MONTH
- ARTS EDUCATION MONTH IN CALIFORNIA
- MUSIC IN OUR SCHOOLS MONTH
- NATIONAL MENTAL RETARDATION AWARENESS MONTH
- NATIONAL MIDDLE LEVEL EDUCATION MONTH
- NATIONAL NUTRITION MONTH
- NATIONAL SOCIAL WORK MONTH
- NATIONAL WOMEN'S HISTORY MONTH
- 3 Read Across America Day
- 2–8 Week of the School Administrator (California *Education Code* 44015.1)
- 3–7 Newspapers in Education Week
- 3–7 National School Breakfast Week—"School Breakfast: Fuel Your Imagination"
- 5 Black American Day (California *Education Code* Section 37221)
- 7 California Conservation, Bird, and Arbor Day (California *Education Code* Section 37221)
- 8 International Women's Day
- 10–14 California Adult Education Week
- 12–13 State Board of Education meeting, Sacramento

- 16–22 National Agriculture Week
- 16–22 National Poison Prevention Week
- 17–21 National Energy Education and Development Week
- 21 International Day for the Elimination of Racial Discrimination
- 21 National Energy Education and Development Day
- 31 Cesar Chavez Day (California *Education Code* Section 37220.5)

April 2008

MATHEMATICS AWARENESS MONTH
 PUBLIC SCHOOLS MONTH (Theme designated by the Free and Accepted
 Masons of California)
 PUBLIC SCHOOLS WEEK (School districts may choose any week in April.)

- 1–7 Labor History Week (California *Education Code* Section 51009)
- 2 International Children’s Book Day
- 6 California Poppy Day (California *Education Code* Section 37222)
- 7 World Health Day
- 13–19 National Environmental Education Week
- 13–19 National Library Week – “Join the circle of knowledge @ your library”
- 13–19 Week of the Young Child
- 20–26 Public School Volunteer Week
- 21 John Muir Day (California *Education Code* Section 37222)
- 22 Earth Day
- 21–27 National TV-Turnoff Week
- TBA 2007 National awardees from California for Presidential Awards for Excellence in
 Mathematics and Science Teaching announced

May 2008

NATIONAL ASIAN/PACIFIC AMERICAN HERITAGE MONTH
 NATIONAL PHYSICAL FITNESS AND SPORTS MONTH

- 2 Holocaust Remembrance Day
- 4–10 Be Kind to Animals Week
- 7 National School Nurse Day
- 7–8 State Board of Education meeting, Sacramento
- 12–18 National Children’s Book Week
- 14 Day of the Teacher (California *Education Code* Section 37222)
- 19–23 Classified School Employee Week (California *Education Code* Section 45460)
- 26 Memorial Day (California *Education Code* Section 37220)
- 31 World No Tobacco Day

June 2008

FIREWORKS SAFETY MONTH (June 1–July 4)

- 5 World Environment Day
- 8 Race Unity Day
- TBA California’s finalists for 2008 Presidential Awards for Excellence in Science and
 Mathematics Teaching announced

July 2008

- 4 July 4 (California *Education Code* Section 37220)
- 9–10 State Board of Education meeting, Sacramento

August 2008

- 26 Women's Equality Day

September 2008

- LIBRARY CARD SIGN-UP MONTH
- NATIONAL HISPANIC HERITAGE MONTH (September 15–October 15)
- NATIONAL PREPAREDNESS MONTH
- PTA MEMBERSHIP MONTH IN CALIFORNIA
- 1 Labor Day (California *Education Code* Section 37220)
- 8 International Literacy Day
- 9 Admission Day
- 10–11 State Board of Education meeting, Sacramento
- 17 Constitution Day (California *Education Code* Section 37221)
- 17–23 Constitution Week
- 26 Native American Day (California *Education Code* Section 37220.7)

October 2008

- CALIFORNIA SCHOOL BUS SAFETY AWARENESS MONTH
- COMPUTER LEARNING MONTH
- CRIME PREVENTION MONTH
- FILIPINO AMERICAN HISTORY MONTH
- NATIONAL ENERGY AWARENESS MONTH
- 1 National Child Health Day (36 *United States Code* 105)
- 5–11 National 4-H Week
- 5–11 National Fire Prevention Week
- 12–18 National School Lunch Week
- 12–18 National Educational Office Professionals Career Awareness Week
- 15–21 America's Safe Schools Week
- 16 World Food Day
- 20–24 National School Bus Safety Week
- 20–24 School Garden Week
- 23–31 National Red Ribbon Week
- 24 United Nations Day
- 25 Make a Difference Day

November 2008

- NATIONAL AMERICAN INDIAN HERITAGE MONTH)
- 5–6 State Board of Education meeting, Sacramento
- 10–14 School Psychology Awareness Week
- 11 Veterans Day (California *Education Code* Section 37220)
- 12 National Education Support Professionals Day
- 16–22 American Education Week (always observed the week before Thanksgiving)

23–29 National Family Week
27 Thanksgiving Day (California *Education Code* Section 37220)

December 2008

2 U.S. Senate Youth Program winners announced
15 Bill of Rights Day
25 December 25 (California *Education Code* Section 37220)